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ABSTRACT

This final report documents accomplishments of a project which aimed to: (1) provide inservice training to community college faculty in appropriate teaching strategies and accommodations for students with learning disabilities; and (2) disseminate previously developed sets of video vignettes and viewing guides. It includes summaries of presentations given at two conferences for approximately 40 faculty and support staff from State University of New York community colleges. One keynote address (by Stan Shaw) stressed the need for community colleges to collect state-wide data, link with high schools, understand colleges' legal obligations, foster independence, develop students' self advocacy skills, develop clear written policies, and offer faculty usable teaching techniques. The second keynote address (by Loring Brinkerhoff) addressed a variety of accommodations (such as test or program modifications) and service delivery models (such as compensatory or learning strategies). Panel presentations addressed such areas as the following: the Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, transition, study skills, and development of college-wide policies. Appendices include sample correspondence, agendas, evaluation summaries, sample handouts, and a list of the conference participants. (DB)

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INSERVICE TRAINING FOR COMMUNITY COLLEGE FACULTY IN LEARNING DISABILITIES AND OTHER STUDENTS WITH SEVERE ACADEMIC DEFICIENCIES

Final Report

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INSERVICE TRAINING FOR COMMUNITY COLLEGE FACULTY IN LEARNING DISABILITIES AND OTHER STUDENTS WITH SEVERE ACADEMIC DEFICIENCIES

Final Report

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Center for Advanced Study in Education
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ADVISORY COMMITTEE

An advisory committee to the project was formed. The committee provided helpful suggestions and feedback to the project coordinators concerning the development and design of the conferences. Advisory committee members included:

Dr. Phyllis Bader-Borel
Assistant Provost
Academic Programs
SUNY Central Administration

Dr. LaVerna Fadale
Two Year College Development Center
SUNY Albany

Dr. Carolyn Forsberg
Coordinator for the Disabled
SUNY Central Administration

Dr. Katherine Garnett
Special Education Department
Hunter College

Dr. Ronald Hofsess
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Disabled Student Services
Hudson Valley Community College

Mr. Roger Purdy, Coordinator
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Onandaga Community College

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Summary of Need As Stated In Project Proposal

While it was previously thought that learning disabilities are "outgrown," it is now recognized that many individuals continue to struggle with their learning problems throughout their adult lives. Community colleges in particular are faced with increasing numbers of students whose academic problems present a range of difficulties and prevent them from benefiting from instruction in the way that other students do.

Current research indicates that between 3% and 10% of college students have some form of learning disability. Reportedly, students with a history of academic difficulty are apt to attend college at the community college level first. In addition, increasing numbers of undiagnosed adults, who were not in elementary or secondary education when screening for learning disabilities began, are now enrolling in community college programs. Since current statistics strongly suggest a high incidence of learning disabilities on community college campuses, it is essential that academic deans, faculty and campus coordinators for the disabled become aware of appropriate teaching strategies and accommodations for learning disabled students.

Project Accomplishments

All major objectives of this project were accomplished as follows:

a. Provision of two two-day conferences on learning disabilities for approximately 40 faculty and support staff from SUNY community colleges in the upstate region of New York State. The specific focus of the training was to help participants work more effectively with learning disabled students and, in turn, to encourage the participants to serve as resources for colleagues who seek to improve techniques in working with these individuals.

b. Dissemination of the sets of video vignettes and accompanying viewing guides developed under VEA Grant Award #152-89-5153 to conference participants. All conference participants received sets of the videos and materials. (At least one set had already been provided to the coordinators for disabled students on each CUNY and SUNY community college campus in New York State.)

A description of each of these accomplishments will be addressed in the following section.

MEETING THE OBJECTIVES

Two-Day Conferences

Two two-day conferences were held in the Spring of 1991. The first conference was held on March 13th and 14th at Hudson Valley Community College in Troy, New York and the second on April 24th and 25th at Monroe Community College in Rochester, New York.

The first day of each conference addressed a range of issues faced by those working with learning disabled students on SUNY community college campuses. These topics were culled from a pre-conference needs assessment completed by administrators and providers of services to students with learning disabilities on SUNY community college campuses. A keynote presentation by a nationally-known expert in the field of post-secondary learning disabilities established the framework for the conference. A panel discussion covering issues affecting the implementation of services for post-secondary students with learning disabilities followed. After lunch a panel responded to administration, faculty and staff concerns about working with students with learning disabilities. During a "Call for Action," which concluded the first day of each conference, participants were asked to describe ways in which service delivery for students with learning disabilities might be enhanced at their community college.

The second day of each conference offered a presentation of eight sets of video vignettes and accompanying print materials which demonstrated instructional strategies for working with students with learning disabilities. These presentations were interactive in format, covering strategies for teaching reading, writing and math.

A videotape package consisting of two videotapes and a viewing guide was distributed to each conference participant. The videotapes contain eight sets of vignettes illustrating instructional strategies used in community colleges to teach students with learning disabilities. The viewing guide contains background information on learning disabilities, step-by-step instructions for using the videotapes in staff development workshops, and a list of articles pertaining to learning disabilities in adults. These materials were developed by Dr. Dolores Perin under VEA Grant Award #152-89-5153.

Resource folders containing current articles and other information pertaining to meeting the needs of community college students with learning disabilities were distributed to all participants at each session.

Toward the conclusion of each conference day, participants were asked to complete evaluation forms. Participants listed many ideas they considered helpful. They also made recommendations concerning additional workshops and information that could be covered at future conferences.

The initial needs assessment questionnaire, conference agendas, the "Call for Action" form, a summary of the evaluations, as well as sample correspondence and handouts are provided in the Appendix.

For the March 1991 conference, 39 individuals registered. For the April 1991 conference, 46 individuals registered. Participants, representing 26 community colleges, included academic deans, faculty members, coordinators of services for the disabled and staff. Lists of the participants and their affiliations may be found in the Appendix.

Pre-Conference Needs Assessment

The selection of topics for the conference was based on telephone interviews with community college staff, deans and faculty as well as the results of a written needs assessment. Topic suggestions fell into five broad categories:

- identification of the learning disabled college students and the assessment of their needs;
- legal mandates that apply to a colleges vis-a-vis learning disabled students;
- effective programs and program components that address the needs of college students with learning disabilities;
- funding services for the learning disabled; and
- faculty/staff training about learning disabilities.

Keynote Address March 13, 1991

The framework for the March conference was set by Dr. Stan Shaw, Professor and Coordinator of Special Education, The University of Connecticut. In his keynote speech, "Effective Models of Service for Postsecondary Students with Learning Disabilities," Dr. Shaw focused on several major issues and challenges inherent in providing services to a rapidly increasing number of students with learning disabilities on community college campuses.* Dr. Shaw's remarks stressed the importance for those providing services to students with learning disabilities to:

- collect state-wide data on the numbers of students with learning disabilities on community college campuses. This data will serve to document the need for funds to support programs for the learning disabled.

- develop better and stronger linkages between high schools, two year colleges and four year colleges. Dr. Shaw emphasized the importance of closer articulation and collaboration between high schools and two year and four year colleges in order to ensure more effective decision making regarding the need for support services, course waivers, course substitutions and accommodations.

- understand the community colleges' legal obligations under Section 504 of the Rehabilitation Act of 1973 to its students with learning disabilities. He also stressed that students and parents need to appreciate the differences between PL 94-142 and Section 504 and how these differences impact on the level and type of services and accommodations students receive at the community college level.

- foster independence in students with learning disabilities. Dr. Shaw stressed that we need to re-examine the support services we provide to learning disabled students and decide which ones are truly helpful. He strongly emphasized the fact that certain support services foster dependence and that in particular, "content tutoring offers few long-term benefits while teaching learning strategies prepares students for a more independent future."

- develop self-advocacy skills in students with learning disabilities. Dr. Shaw emphasized that students with learning disabilities need to be able to articulate their strengths and weaknesses as well as to understand how their learning disability affects their learning style and accommodation needs.

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*Please note that all summaries of keynote and panel presentations were produced from audiotapes by project staff.

- design appropriate support services for students with learning disabilities. Dr. Shaw indicated that it is essential that staff develop a plan in which students are gradually weaned from extensive academic support services. Dr. Shaw stated that these programs could include content tutoring, remediation and teaching learning strategies.

- develop clear written policies and procedures to guide learning center staff in their decisions about accommodations for the learning disabled.

- know the range of instructional accommodations and program modifications for students with learning disabilities. Instructional modifications could include taped textbooks, readers, note-taking modifications, computer facilities, use of word processor or typewriter, readers, extended time, oral exams and/or alternative demonstrations of mastery.

- offer faculty members usable teaching techniques for students with learning disabilities. According to Dr. Shaw, these techniques could include providing a detailed syllabus, assigning readings in advance, providing handouts, using a multi-sensory approach, providing repetition, asking questions, teaching mnemonics, providing lecture outlines, controlling level of language and teaching definitions and terms carefully.

Dr. Shaw concluded his keynote presentation by expressing the need for administration faculty and staff to work together based on mutual needs: relevant planning, adequate resources, quality program development and quality service delivery. According to Dr. Shaw, everyone involved needs to focus on the identified goals of enabling and ensuring that students with learning disabilities have access to an appropriate postsecondary experience.

A detailed outline of the presentation prepared by Dr. Shaw and distributed to conference participants can be found in the Appendix to this report.

Keynote Address April 24, 1991

Dr. Loring Brinkerhoff, Director of Learning Disability Support Services at Boston University, was the keynote speaker at the April Conference. Dr. Brinkerhoff reviewed the underlying knowledge base related to the definition of learning disabilities, accommodations for the learning disabled student as mandated under Section 504 of the Rehabilitation Act of 1973 service delivery models and best practices to address the needs of the learning disabled on community college campuses.

According to Dr. Brinkerhoff, the learning disabled are not well represented in the postsecondary schools and training programs with only 18% of those identified as learning disabled in postsecondary programs. Nine point six percent enter trade schools, 6.9% are in two year programs and 1.8% enter four year colleges.

Identifying the learning disabled may be difficult as learning disabilities can be manifested in different ways. Dr. Brinkerhoff described learning disabled individuals as having:

- average or above average intelligence;
- uneven patterns of ability;
- significant gaps between performance and expectation;
- processing problems which are intrinsic to the individual;
- difficulty learning in at least one of the following areas: reading, writing, speaking, reasoning, mathematics and problem solving;
- difficulty with social situations.

Learning disabilities are <u>not</u>:

- a form of mental retardation;
- due to poor academic background;
- only an academic problem;
- due to lack of motivation; or
- due to poor auditory or visual acuity.

<u>Accommodations</u>

Dr. Brinkerhoff discussed the range of accommodations that community colleges must provide under Section 504 of the Rehabilitation Act of 1973. Under Section 504, accommodations for the learning disabled must be provided. However, these accommodations should not affect the integrity of the program. Each college needs to develop college-wide policies regarding reasonable accommodations. According to Dr. Brinkerhoff these accommodations are <u>rights</u> not favors, for those who are identified as learning disabled through a comprehensive evaluation.

Dr. Brinkerhoff emphasized that the accommodations must be derived from documentation that supports the need. Just because a student wants a certain accommodation does not mean that the college must provide that accommodation. Some individualized accommodations that the college may be responsible for providing include:

- note takers--Volunteer notetakers can be an effective means of assisting the student obtain lecture material. Dr. Brinkerhoff suggests having note takers use carbon paper.

- tape recorders--Tape recorders may be used in lieu of notetakers. Dr. Brinkerhoff stated that tape recording may foster greater independence. Some professors object to their lectures being recorded because they consider such taping an infringement of their academic freedom. However, the learning disabled student's right to the accommodation of tape recorded lectures and class discussions overrides the professor's objection.

- taped text books--For some students textbooks on tape may be the only way they can obtain information from the assigned text.

- test modification--The college should develop a standard policy on reasonable test modifications. Extra time and alternative locations as well as different test formats are legimate accommodations.

  -- time extension should be uniform. Too little time can be as much of a problem as too much time. Offering a student five additional minutes or the entire weekend to complete a test does not necessarily meet the needs of a student. A standard extended time policy may be time and a half for a test (as at Boston University) or double time. Whichever is chosen, it should become a college policy.

  -- alternative location may be necessary. Faculty should be responsible for proctoring exams in their department even when it is specified that a test be given in an alternative location. If the department of special services becomes responsible for proctoring, scheduling conflicts will arise and questions of test security may be raised.

  -- a different form of the test is another legitimate accommodation. Faculty should also be responsible for developing these tests. Some variations include oral tests instead of written tests, short answer instead of an essay, or the use of technological support.

  -- a scribe or a reader may be employed to assist in test taking.

Colleges should develop written policies regarding program modifications. These might include:

- extended time (i.e., three years instead of two) to complete the program.
- course substitution may be another reasonable program modification (i.e., one type of math course for another). However, Dr. Brinkerhoff does not suggest course waivers and stresses that learning disabled students must meet requirements for a degree.
- adaptive methods of instruction by the faculty teaching a course are not mandated under Section 504. However, through staff development, faculty can learn ways to help the learning disabled student learn more effectively by employing a variety of teaching strategies.

Services

Dr. Brinkerhoff described the continuum of services for the learning disabled. According to Dr. Brinkerhoff services can range from no available services to a separate college facility for the learning disabled. The spectrum of services he described included:

- no service;
- no formal contact person but some support service available;
- a part-time coordinator who can assist students in finding support services and identify reasonable modifications;
- a full-time coordinator with centralized and coordinated support and advocacy services;
- a department which offers and coordinates centralized, comprehensive services; and
- separate specialized college.

Dr. Brinkerhoff continued his discussion by identifying four service delivery models that may be available in community colleges.

1. Tutorial Model. The tutorial model focuses on providing additional instruction for a particular course. Such an approach is a short term solution that does not address underlying learning difficulties or teach learning strategies. Often, the student returns for assistance in passing other courses.

2. Skills/Remediation Model. The focus of this model is to reteach basic skills. Often, this approach takes too much time to be efficient and may not be compatible with the demands of the college.

3. Compensatory Service Model. The focus of this model is to identify what can be done to modify the setting to accommodate the needs of the student. Technology provides options for accommodations within the setting.

4. Learning Strategies Model. The learning strategies approach teaches students how to learn more effectively. However, basic skills must be solid for the strategies approach to be valuable. Learning strategies cross content area and focus on skills needed to study effectively. Other strategies include planning, self-testing, organizing, and outlining as well as metacognitive strategies. Dr. Brinkerhoff suggested that the learning strategies approach is a valuable approach for the college students. Members of the audience stated that aspects of all approaches should be available in order to provide a comprehensive program.

Morning Panel Presentation--March 13, 1991 and April 24, 1991

The morning panels focused on "Issues Affecting Implementation of Services for Post-Secondary Learning Disabled Students: Definition, Diagnosis and Legal Mandates." Participants at one or both of the conference sessions were Dr. Caroline Forsberg, Coordinator for the Disabled, SUNY Central Administration; Dr. Jacqueline Jones, Research Scientist, Educational Testing Services; Ms. Kathy Hoffman, Coordinator Special Services, Erie Community College; and Dr. Debra Colley, Division Coordinator, VESID.

The morning panel included an in-depth analysis of the legal issues surrounding The Education for All Handicapped Children Act of 1975 (renewed as the Individuals with Disabilities Education Act, 1990); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). In particular, the panelists focused on ways in which this legislation affects the provision of services to the learning disabled. Furthermore, the panelists offered an analysis of how these legislative mandates vary in nature and scope. The following are summaries of some of their most salient points:

Education for all Handicapped Children Act

The Education for Handicapped Children Act (Public Law 94-142) of 1975 mandates free, appropriate public education in the least restrictive environment for individuals with handicapping conditions until the age of twenty one or, until they

receive a diploma. Students in the community colleges, therefore, do not have the entitlements guaranteed under PL 94-142. However, it was stated that those working with learning disabled students at community colleges should know about the Act. Many students expect the same entitlements in college as were accorded to them in high school under PL 94-142.

PL 94-142

PL 94-142 is an educational entitlement program for students up through age 21. Once students have received a high school diploma these entitlements no longer apply. When a student is identified as having a handicapping condition, the school system must provide appropriate educational services. Due process for the parent and student are mandated.

The process for identification and placement follows:

- A student may be referred by him/herself, a parent, teacher or other professional for an evaluation to determine if he/she is eligible for special education services.
- If the parent (or guardian) agrees in writing, multi-disciplinary evaluation must be provided at no cost.
- If the evaluation results indicate a handicapping condition, and, the parent agrees in writing, an Individual Education Program (IEP) is written and the appropriate placement is determined. Evaluation, IEP and placement must be reviewed periodically.
- If parents and the school system disagree over any aspects of the process or results arbitration is mandated.

The rights established by PL 94-142 are different from those granted under Section 504. The parents, students and administration must be aware of the differences between PL 94-142 and Section 504.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that guarantees that ". . . no otherwise qualified handicapped individual. . . shall soley by reason of his/her handicap be excluded from participation in, be denied these benefits of or be subjected to discrimination under any program or activity receiving Federal financial assistance." The panelists discussed certain obligations that the colleges have as a result of Section 504, for instance:

- colleges must provide an accessible education with adequate support services;
- there is no specific funding targeted to students with learning disabilities under Section 504;
- federal funding for any program can be withheld if an institution does not comply with the spirit of the law as interpreted and enforced by the office of civil rights;
- colleges have the right to establish specific admission requirements;
- otherwise qualified students must meet entrance requirements established by the institution and must fulfill all program requirements to graduate;
- students are not obliged to self-identify;
- colleges may not seek information regarding a student's handicapping condition during the pre-admission process;
- colleges do not have an obligation to provide testing and evaluation to identify a handicapping condition;
- colleges have the right to determine the degree and duration of specific accommodations for those students who choose to self identify. These decisions are based on appropriate documentation.

Americans with Disabilities Act (ADA)

The panelists described and raised several important issues regarding compliance with the ADA legislation to be enacted in July 1992 on community college campuses. ADA was described as an effort to provide a comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Panelists indicated that virtually all colleges and universities, both public and private, have been subject to Section 504 of the Rehabilitation Act and the regulations issued by the Department of Education implementing that section. These universities and colleges will be subject to the ADA as well. The ADA is divided into five titles.

- Title I covers employment-prohibiting discrimination in employment against qualified individuals with a disability.
- Title II prohibits discrimination on the basis of disability in state and local governments. This title also applies to transportation operated by state and local governments or other instrumentalities.

- Title III covers public services-prohibiting discrimination against disabled individuals in providing public accommodations and transportation services, such as restaurants, hotels, factories and office buildings.

- Title IV covers telecommunications requiring the provision of technological accommodations for individuals with learning and speech impairments.

- Title V contains miscellaneous provisions.

The panelists indicated that the area of this new legislation that will effect community colleges most directly is Title III, which covers reasonable accommodations and stressed the need for community colleges to follow some concrete steps to avoid the risk of a disability discrimination charge. These include:

- putting all policies and procedures in writing;

- reviewing all existing written materials (including brochures and manuals) to assess what is and what is not available on campus for students with disabilities;

- reviewing admission criteria, paying particular attention to pre-admission questions that might be viewed as discriminatory in nature;

- reviewing and documenting all professional competency requirements for nursing, occupational therapy, physical therapy, and other allied health programs. Documentation should include those skills which are intrinsic to professional duties and those courses that can be safely and realistically be waived or substituted.

VESID

Dr. Debra Colley, Division Coordinator of VESID, described VESID's purpose as that of "linking people with programs and services that ultimately lead to competitive employment." Toward that end, VESID is now redefining and streamlining its vocational rehabilitation model by:

- improving access to information and services within the community for all individuals with disabilities; and

- coordinating life-long educational services.

Guidelines for eligibility to VESID's programs are distributed to counselors who review assessment data to determine whether, with the help of VESID's services, the individual will become employable. If the consumer is eligible for VESID's services, the counselor writes an Individualized Work and Rehabilitation Plan (IWRP) which

states the objectives leading to employment. These objectives can be met by attending occupational training programs or by attending a community college.

VESID is investigating other changes that will make services more available to consumers and will be more responsive to consumer needs. For example:

- providing assessment services that determine eligibility more quickly;
- providing assessment services to more applicants;
- increasing the capacity to provide support services at a college and during employment; and
- extending Readers' Aid Services to the learning disabled. (Readers' Aid Services are funded by state legislative authorization and are currently targeted to serve the blind and hearing impaired).

VESID will also be establishing a task force to investigate the possibility of increasing assessment services. Participants were asked to contact Dr. Colley if they were interested in joining the task force.

The morning panelists concluded by responding to questions from the audience and by expressing the need for continued discussion on the identified goals of enabling and ensuring students with learning disabilities access to rightful educational opportunities.

Afternoon Panel Presentation--March 13, 1991 and April 24, 1991

The afternoon panelists' presentations focused on "Facilitating Changes: Developing School-Wide Policies for Learning Disabled Students."

The participants at one or both of the afternoon panel discussions included: Ms. Kathy Hoffman, Coordinator Special Services, Erie Community College; Dr. Ronald Hofsess, Coordinator Disabled Student Services, Corning Community College; Ms. Deborah Knight, Coordinator of the Learning Disabilities Assistance Program, Onondaga Community College; Ms. Nancy Lauria, Associate in the Education of Children with Handicapped Conditions, New York State Education Department; and Dr. Linanne Sackett, Vice President for Academic Affairs, Hudson Valley Community College.

The afternoon panel included a discussion on transition, the development of study skills for students with learning disabilities, accommodating the student with

learning disabilities and developing college-wide policies for students with learning disabilities.

Transition

Nancy Lauria described transition services as services that affect the act of moving from one program level to another.

According to Ms. Lauria there are three transition levels:

1. from high school to the community college;
2. from a two year college to a four year college; and
3. from a two year college to employment.

Transition from high school to community college. Recent initiatives include strengthening the efforts for a smooth transition from high school to college.

- PL 94-142, (reauthorized as Individuals with Disabilities Education Act), strengthens transition services. It also requires a vocational assessment. New York State will most likely require a Level I vocational assessment for students by the end of seventh grade. A more indepth assessment will be completed as necessary.

- The Vocational and Applied Technology Education Act requires an Individualized Transition Plan for students.

- In New York State, a model transition project has shown the advantages of formally linking specific high school personnel and community college personnel in developing transition plans.

Transition from two year to four year college. Ms. Lauria identified ways that counselors at the community college can assist students in making the transition. Some suggestions included:

- helping students improve their study skills;

- transfering all current information to the appropriate department in the four year college;

- identifying the contact person in the support service department; and

- reviewing program requirements at the new college to ensure that the student has completed all prerequisites.

Transition from the community college to employment. Ms. Lauria emphasized the need to assist students in finding jobs. To assist in the transition from the community college to employment the support service coordinator can:

- work with employers in the community to help establish a job placement capacity;
- work with employers in the community to identify their needs; and
- ensure that students are job ready by knowing the skills requirements and helping students to learn these skills.

Study Skills and Accommodations

Ms. Debra Knight spoke about the benefits of teaching self-advocacy and study skills as essential elements for success at the community college.

Self-Advocacy

Ms. Knight stressed the importance of support service instructors helping students to learn to advocate on their own behalf. Some of Ms. Knights recommendations follow:

- as a collaborative assignment students develop their own definition of learning disabilities;
- each student describes in writing his/her strengths and weaknesses. Students should also develop a summary statement about their disability;
- students are encouraged to meet with their professors to describe their learning disability and to discuss appropriate accommodations. Students can take along their written summary statement (see above) to refer to if necessary;
- role playing of student/faculty meetings helps students act more confidently in new situations and/or when advocating for appropriate accommodations;
- although in certain situations, intervention by a coordinator of support services becomes essential, the coordinator should avoid intervening to the maximum extent possible;
- the support services staff should clarify the accommodations that are available as well as describe the established procedures required to activate these accommodations;
- use minimal accommodations whenever possible and reduce the prescribed accommodations over time; and
- be flexible--certain courses will necessitate additional temporary support.

According to Ms. Knight students with learning disabilities represent a heterogenous group. She described the six types of learning disabilities which are prevelant in the students with whom she has worked:

1. poor metacognitive skills;
2. poor study strategies;
3. poor organization,
4. writing difficulties;
5. difficulty decoding words; and
6. weak receptive language skills.

Developing College-Wide Policies

To facilitate change and to develop college-wide policies for students with learning disabilities, the special service coordinator can follow steps outlined by Dr. Hofsess in his "case study" of the process he followed at Corning Community College.

- Learn as much as possible about learning disabilities, e.g., characteristics, accommodations, and model programs.
- Transmit information to interested parties at the college. Meet with each academic department and give mini-presentations to faculty and staff.
- Identify a working committee that can serve as a conduit for information. At Corning Community College, the Learning Resource Committee, a committee for faculty development, served this purpose. Through the committee, information on learning disabilities was transmitted, a dialogue was developed and the beginning of a "mentoring" program to teach new teachers about learning disabilities was started.
- With the added support and information the college could not only invite learning disabled students to self-identify, but also could offer support groups and could develop a disabled student committee to speak about available programs.
- Institutionalize governance. At this point, the college can establish college-wide policies.

"Call for Action"

At the conclusion of the first day of each conference, participants were asked to identify ways in which the information from the conference could be utilized at their community college. The questionnaire which served as a guide is found in the Appendix.

Participants easily identified model program components that would be a valuable addition to their college's programatic offerings for the learning disabled. Their suggestions were modest as they were aware of fiscal constraints. They included:

- a full time special service coordinator;
- professional tutors;
- inservice training for faculty and deans;
- summer school preparation for incoming LD students; and
- ongoing study skills, strategy training and support groups.

Faculty was cautious about the likelihood of expanding services for the learning disabled. Inservice faculty training on learning disabilities was seen as a possibility. The addition of "study skills" instruction for students with learning disabilities was viewed as an affordable and valuable addition.

Participants said that the best way to facilitate the development of model programs on the college campus would be to form a college-wide policy committee to grapple with issues surrounding provision of services to students with learning disabilities and to secure special tagreted grants for these services.

Participants felt that in order to develop and promote a systematic approach to working with the learning disabled representatives of all departments must be involved.

Participants identified the biggest barriers to change as:

- lack of sufficient funding;
- institutional barriers; and
- faculty resistance.

APPENDICES

-- Sample Correspondence
-- Agendas
-- Evaluation Summaries
-- Sample of Pre-Conference Needs Assessment
-- Sample of "Call for Action"
-- Sample Conference Handouts
-- Conference Participants

SAMPLE CORRESPONDENCE

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

October 29, 1990

MEMORANDUM

TO: SUNY Community College Administrators, Faculty & Staff

FROM: CASE/IRDOE, CUNY Graduate Center

RE: Upcoming conferences on learning disabilities

The CASE Institute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School is planning two conferences directed toward working with learning disabled students on SUNY Community College Campuses. The conferences are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College in March and Monroe Community College in April. To help us in our planning we would appreciate it if you would complete the attached survey form and return it at your earliest convenience to:

Judith Fagin and Margaret Nuzum
Project Directors
Graduate School and University Center, CUNY
Center for Advanced Study in Education
25 West 43rd Street, Rm 620
New York, New York 10036

JF:mb
attach.

CASE/IRDOE - CUNY Graduate Center

NAME: _____

COLLEGE: _____

POSITION: _____

PHONE: _____

1. What are four major issues concerning learning disabled students on the community college campus that you would like to see addressed at these conferences?

   a. _____

   b. _____

   c. _____

   d. _____

2. What kind of workshops/conferences have already been provided to faculty and staff on working with learning disabled students?

   _____

   _____

   _____

3. What materials have been developed by your college for faculty and staff regarding disabled student services?

   _____

   _____

4. Is there a particular learning disabilities specialist or educator who you believe should be considered as a keynote speaker for these conferences?

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

5. Are there particular individuals you believe we should contact regarding presenting workshops at the conference?

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

5. Please list administrators, faculty and/or staff members on your campus who you believe would be interested in attending this conference.

Name:_____ Title:_____

Name:_____ Title:_____

Name:_____ Title:_____

Name:_____ Title:_____

Comments and/or suggestions:

_____

_____

_____

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of The City University of New York

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33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

October 29, 1990

Dear Colleague:

Thank you for taking the time to speak to us concerning the upcoming conferences directed toward working with learning disabled students on SUNY community college campuses. As we mentioned, these two day conferences are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College in March and Monroe Community College in April.

You will be invited to attend the conference that is nearest to your college. The first day will address a range of issues and problems in working with learning disabled students on SUNY community college campuses. The second day of the conference will involve the presentation in an interactive format of eight sets of video vignettes illustrating currently-used strategies, and viewing guides providing step-by-step instructions for use of the videotapes.

To further help us in our planning we would appreciate it if you would complete the enclosed survey form and return it to us at your earliest convenience in the enclosed self-addressed envelope. Please distribute this survey to anyone else on campus who you believe would provide useful suggestions and comments including administrators, faculty and students.

Thank you again for your help and guidance in making these conferences a valuable activity for community college faculty and staff.

Sincerely,

Margaret Nuzum
Project Director
(718) 768-3121

Judith Fagin
Project Director
(718) 544-9194

enc.

NOTE:
The conferences are being planned by the CASE Institute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School through funding from the New York State Department of Education, Bureau of Grants Administration.

The Graduate School and University Center
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December 7, 1990

MEMORANDUM

TO: SUNY Community College Administrators, Faculty & Staff

FROM: CASE/IRDOE, CUNY Graduate Center

RE: Upcoming Conferences on Learning Disabilities
SAVE THE DATE

The CASE Institute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School is planning two conferences on Providing Instructional Services to Learning Disabled Students on SUNY Community College Campuses.

The conferences are scheduled to be held in the Spring of 1991 and will be hosted by:

Hudson Valley Community College on March 13th & 14th

Monroe Community College on April 24th & 25th

We hope that four representatives from each community college will be able to attend. Please contact Margaret Nuzum or Judith Fagin if you have any questions.

Judith Fagin and Margaret Nuzum
Project Directors
Graduate School and University Center, CUNY
Center for Advanced Study in Education
25 West 43rd Street, Rm 620
New York, New York 10036

(212) 642-2942

JF:er

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

December 13, 1990

Dear :

Thank you for speaking to us concerning the upcoming conferences directed toward working with students with learning disabilities on SUNY Community College campuses.

We are currently forming an Advisory Committee for this project and hope that you will agree to serve as a member of this Committee.

For your information we are enclosing a copy of the proposed content and format for these conferences and look forward to your comments and suggestions.

We will be contacting you within the next several days and hope for a favorable reply.

Sincerely,

Margaret Nuzum
Project Director

Judith Fagin
Project Director

MN/JF:er
enc.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

December 13, 1990

Dear Colleague:

On behalf of the CASE Institute for Research and Development in Occupational Education of the CUNY Graduate School, we are delighted that you have accepted our invitation to serve as the keynote presenter at the April 24 from 9:00-10:15 a.m. with questions and answers to follow. The conference will be held at Monroe Community College in Rochester, N.Y.

As we mentioned, conference participants will include administrators, faculty and staff of the State University of New York (SUNY) Community Colleges. We expect approximately 50 attendees. Your keynote address on "Effective Models of Service for Students with Learning Disabilities on the Community College Campus," will be followed by a panel that addresses implementation issues. The enclosed draft of the agenda of the conference has been sent to the advisory committee for comment. The content of the conference has not been finalized and we would appreciate any comments you have.

Fortunately we will be able to cover an honorarium of $650 as well as your travel expenses.

Again, we are so happy that you will present at the conference. Your expertise in the area of learning disabilities will be an extremely valuable contribution.

We will be contacting you to finalize the content of your presentation and look forward to receiving your recent article on setting up LD Programs on Community College Campuses.

Cordially,

Margaret Nuzum
Project Director

Judith Fagin
Project Director

MN/JF:er

The Graduate School and University Center
of The City University of New York

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Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

January 7, 1991

Dear Colleague:

Thank you for speaking to us concerning the upcoming conferences directed toward working with students with learning disabilities on SUNY Community College campuses.

We are delighted that you have agreed to join the Advisory Committee for this project. We look forward to your continued suggestions and comments.

For your information we are enclosing a copy of the proposed content and format for these conferences. We appreciate your assistance and look forward to speaking to you soon.

Sincerely,

Margaret Nuzum
Project Director

Judith Fagin
Project Director

MN/JF:er
enc.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

January 9, 1991

Dear Colleague:

On behalf of the CASE Institute for Research and Development in Occupational Education of the CUNY Graduate School, we are delighted that you have accepted our invitation to serve as the keynote presenter on March 13th from 9:00-10:15 a.m. at Hudson Valley Community College in Troy, N.Y.

As we mentioned, conference participants will include administrators, faculty and staff of the State University of New York (SUNY) Community Colleges. We expect approximately 50 attendees. Your keynote address on "Effective Models of Service for Students with Learning Disabilities on the Community College Campus," will be followed by a question and answer period and a panel that addresses implementation issues. The enclosed draft of the agenda of the conference has been sent to the advisory committee for comment. The content of the conference has not been finalized and we would appreciate any comments you have.

The honorarium for the keynote presentation is $600. In addition, your travel expenses will be covered.

Again, we are delighted that you will present at the conference. Your expertise in the area of learning disabilities will be an extremely valuable contribution.

We will be contacting you to finalize the content of your presentation and look forward to speaking to you soon.

Cordially,

Margaret Nuzum
Project Director

Judith Fagin
Project Director

MN/JF:er

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of The City University of New York

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Institute for Research and Development in Occupational Education
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212 642-2942 FAX 212 719-2488

February 1, 1991

Dear Colleague:

On behalf of the CASE Institute for Research and Development in Occupational Education of the CUNY Graduate School, we are delighted that you have agreed to be a presenter at our upcoming conferences on "Providing Instructional Services to Students with Learning Disabilities at the SUNY Community Colleges. The conferences will be held on March 13th & 14th at Hudson Valley Community College in Troy, New York and on April 24th & 25th at Monroe Community College in Rochester, New York.

The panel discussion on "Facilitating Changes: Developing School-wide Policies for Learning Disabled Students" will be held in the afternoon of the first day of each conference. The panelists' presentations will cover issues of developing school-wide policy, organization and study skills, accommodations, transition and dealing with differences in performance and requirements.

As we discussed, your presentation should focus on issues surrounding the transition of learning disabled students from high school to community college--focusing on how the community college staff can facilitate a successful transition. You should plan on speaking for approximately 15 minutes.

The enclosed agenda will provide you with an overview of the conferences' content as well as the names of the other panelists should you wish to contact them.

Again, we are delighted that you will be presenting at the conferences. Your expertise in the area of learning disabilities will be an extremely valuable contribution.

We look forward to speaking to you soon.

Cordially,

Judith Fagin Margaret Nuzum
Project Directors

JF/BN:mb
encl.

P.S. Please complete the enclosed form and return it to us as soon as possible!

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of The City University of New York

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Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

February 2, 1991

Dear Colleague:

On behalf of the CASE Institute for Research and Development in Occupational Education of the CUNY Graduate School, we are delighted that you have agreed to offer some welcoming remarks at the opening of the conference on April 24, 1991 at approximately 8:45 a.m.

The conference participants will include administrators, faculty and staff of the SUNY Community Colleges. We expect approximately 50 attendees. The conference will be held on two consecutive days. The first day will address a range of issues and problems in working with learning disabled students on SUNY community college campuses. The second day of the conference will involve the presentation in an interactive format of eight sets of video vignettes and accompanying print material that demonstrate the instructional strategies for working with learning disabled students. We have enclosed an agenda for your interest.

Again, our thanks for agreeing to join us on the 24th.

Cordially,

Margaret Nuzum
Project Director

Judith Fagin
Project Director

MN/JF:er
enc.

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Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

February 4, 1991

MEMORANDUM

To: Conference Participants
FROM: Judith Fagin & Margaret Nuzum

The CASE Insitute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School has coordinated two conferences directed toward working with learning disabled students on SUNY Community College Campuses. The conferences are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College on March 13 and 14 and Monroe Community College on April 24 and 25.

The enclosed agenda reflects the ideas generated by members of the SUNY community colleges. The first day of each conference will cover programs designed to provide services for students with learning disabilities in the SUNY community college, as well as issues and strategies for program implementation. The second day of the conference will involve the presentation in an interactive format of eight sets of video vignettes and accompanying print material that demonstrate the instructional strategies for working with learning disabled students.

There is no registration fee for the conference and lunch will be provided.

Unfortunately attendance is limited to 50. Please fill out the enclosed registration form and return it as soon as possible to:

Judith Fagin & Margartet Nuzum
CASE/IRDOE
CUNY Graduate School
25 West 43rd Street, Room 620
New York, N.Y. 10036

TO: Judith Fagin & Margaret Nuzum, CASE/IRDOE

I would like to attend the

_____ March 13 & 14, 1991 conference to be held at Hudson Valley Community College
_____ April 24 & 25, 1991 conference to be held at Monroe Community College

on "Providing Instruction Services to Learning Disabled Students at SUNY Community College Campuses"

Name (please print): _____

College: _____

Department: _____

Phone: _____

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33 West 42 Street, New York, N.Y. 10036
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February 6, 1991

MEMORANDUM

TO: Coordinators of Disabled Student Services

FROM: Bonnie Nuzum & Judith Fagin

RE: Conference Registration

Enclosed you will find registration forms for the conferences "Providing Instructional Services for Post Secondary Students with Learning Disabilities." We are hoping that conference participants will be drawn from administrators, faculty and staff. We can accommodate 4-5 from each college. Would you kindly distribute the enclosed registration forms to those individuals in your college whom you have not already placed on our conference mailing list. We would also appreciate it if you would agree to coordinate a representative group of conference participants from your college.

Thanks!

/ec
enc.

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February 11, 1991

PROVIDING INSTRUCTIONAL SERVICES TO LEARNING DISABLED STUDENTS AT SUNY COMMUNITY COLLEGES

The CASE Insitute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School has coordinated two conferences directed toward working with learning disabled students on SUNY Community College Campuses. The conferences are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College on March 13 and 14 and Monroe Community College on April 24 and 25.

The attached agenda reflects the ideas generated by members of the SUNY community colleges. The first day of each conference will cover programs designed to provide services for students with learning disabilities in the SUNY community college, as well as issues and strategies for program implementation. The second day of the conference will involve the presentation in an interactive format of eight sets of video vignettes and accompanying print material that demonstrate the instructional strategies for working with learning disabled students.

There is no registration fee for the conference and lunch will be provided. Unfortunately attendance is limited to 50. We hope that you will be able to attend. Registration forms should be returned to:

Judith Fagin & Margaret Nuzum
CASE/IRDOE
CUNY Graduate School
25 West 43rd Street, Room 620
New York, N.Y. 10036

TO: Judith Fagin & Margaret Nuzum, CASE/IRDOE

I would like to attend the

_____ March 13 & 14, 1991 conference to be held at Hudson Valley Community College
_____ April 24 & 25, 1991 conference to be held at Monroe Community College

on "Providing Instruction Services to Learning Disabled Students at SUNY Community College Campuses"

Name (please print): _____

College: _____

Department: _____

Phone: _____

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

February 21, 1991

MEMORANDUM

TO: Presenters at Hudson Valley Community College, March 13, 1991

FROM: Judith Fagin & Margaret Nuzum

Enclosed is a brochure with directions to Hudson Valley Community College and the Campus Center.

The conference will be held in the Faculty Staff Conference Room on the second floor of the Campus Center. You can park in the visitors' parking lot. There will be signs.

For those of you who are planning to spend the night, three motels in the area are:

The Holiday Inn
6th Avenue and Fulton Street
Troy, New York 12180
(518) 274-3210

Days Inn
575 Broadway
Menands, New York 12201
(518) 463-1121

Super 8 Motel
1 Fourth Street
Troy, New York 12180
(518) 274-8800

We look forward to seeing you on the 13th. If you have any questions we can be reached at (212) 642-2942 or (718) 544-9194.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

February 25, 1991

Dear :

We appreciate all of your guidance and suggestions as we developed the format and content for the two conferences directed toward developing services for students with learning disabilities on SUNY Community College Campuses. The conferences, which are coordinated by CASE/IRDOE of the CUNY Graduate School, are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College on March 13 and 14 and Monroe Community College on April 24 and 25.

The conference participants will include administrators, faculty and staff of the SUNY Community Colleges. We expect approximately 50 attendees. The conference will be held on two consecutive days. The first day will address a range of issues and problems in working with learning disabled students on SUNY community college campuses. The second day of the conference will involve the presentation in an interactive format of eight sets of video vignettes and accompanying print material that demonstrate the instructional strategies for working with learning disabled students.

Enclosed please find conference agendas for your information. If there is anyone whom you think should be invited to the conference, please let us know. You are welcome to attend if you wish. We look forward to hearing from you.

Thanks again for your help.

Cordially,

Judith Fagin Margaret Nuzum
Project Directors

JF/BN:mb
encls.

TO: Judith Fagin/Margaret Nuzum

FROM: _____

COLLEGE: _____

Please invite the following persons to participate in the conference "Providing Instructional Services to Students with Learning Disabilities at SUNY Community Colleges."

1. NAME: _____

   TITLE: _____

   DEPARTMENT: _____

2. NAME: _____

   TITLE: _____

   DEPARTMENT: _____

3. NAME: _____

   TITLE: _____

   DEPARTMENT: _____

4. NAME: _____

   TITLE: _____

   DEPARTMENT: _____

Thank you very much for your assistance in the development of these conferences.

Return as soon as possible to: **Judith Fagin, Project Director**
CASE/IRDOE
CUNY Graduate School
25 West 43rd Street, Room 620
New York, N.Y. 10036

or call (212) 642-2942

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February 28, 1991

MEMORANDUM

TO: Conference Participants

FROM: Judith Fagin & Margaret Nuzum

Your registration for the Spring Conference on "Providing Instructional Services to Students with Learning Disabilities at SUNY Community Colleges" has been received. We are delighted and look forward to seeing you on April 24 & 25th at Monroe Community College in Rochester, New York.

The conference will be held in Building 3, in the Student Cafeteria located on the second floor. Parking is available in parking lot "M." Parking permits are not required.

Enclosed are directions to Monroe Community College as well as a campus map.

For those of you who are planning to spend the night, three motels in the area are listed:

Wellesley Inn (716) 427-0130
797 E. Henrietta Road
Rochester, New York 14623
Rates: $37 single, $43 double--Includes Continental Breakfast

Hampton Inn (716) 272-7800
717 E. Henrietta Road
Rochester, New York 14623
Rates: $50 single, $56 double--Includes Continental Breakfast

Neither of the above motels serve lunch or dinner. There are several restaurants within walking distance.

Holiday Inn (716) 475-1510
1111 Jefferson Road
Rochester, New York 14623
Rates: $78 single, $83 double--Serves 3 meals in restaurant

Again, we look forward to seeing you. If you have any questions we can be reached at (212) 642-2942 or (718) 544-9194.

JF/MN:er
enc.

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Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

March 26, 1991

Dear Colleague:

Thank you for presenting the keynote address at the conference on "Providing Services to Community College Students with Learning Disabilities." The address provided a sound foundation of technical background and offered ample suggestions and ideas for future consideration. The dependence-independence construct seemed to peak interest and enliven the spirit of the group.

We appreciate your contributions to the conference and look forward to the possibility of working together again.

Sincerely,

Judith Fagin Margaret Nuzum
Project Directors

JF/MN:er

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

March 26, 1991

Dear :

Thank you for participating in the March 13th conference on providing services for learning disabled students. We appreciate the time and effort expended in developing and relaying valuable information. Your contribution enhanced the content of the conference and enlightened us all.

We look forward to our next venture!

Sincerely,

Judith Fagin Margaret Nuzum
Project Directors

JF:MN/er

AGENDAS

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

PROVIDING INSTRUCTIONAL SERVICES TO LEARNING DISABLED STUDENTS AT SUNY COMMUNITY COLLEGES

Hosted by Hudson Valley Community College
March 13, 1991

DAY I

8:00-8:45 a.m. **Registration and Coffee**

8:45 a.m. **Welcome**

Dr. Joseph J. Bulmer, President
Hudson Valley Community College

9:00 a.m. **Keynote Topic:**

Introduction: Dr. Bert Flugman, Director, Center for Advanced Study in Education, CUNY Graduate School

Effective Models of Service for Post-Secondary Learning Disabled Students

Dr. Stan F. Shaw, Director Post Secondary Learning Disabilities Unit & Professor of Education
The University of Connecticut

Questions & Answers

10:15 a.m. **Coffee**

10:30 a.m. **Panel Discussion:**

Issues Affecting Implementation of Services for Post-Secondary Learning Disabled Students: Definition, Diagnosis, and Legal Mandates

Moderator: Dr. Margaret Nuzum, Conference Project Director, CASE/IRDOE

Dr. Debra Colley, Division Coordinator
VESID

Caroline Forsberg, Coordinator for the Disabled
SUNY Central Administration

Kathy Hoffman, Coordinator Special Services
Erie Community College

Dr. Jacqueline Jones, Research Scientist
Educational Testing Service

Questions & Answers

(OVER)

12:15 p.m. **Lunch**

1:30 p.m. **Panel Discussion:**

Facilitating Changes: Developing School-Wide Policies for Learning Disabled Students

Moderator: Judith Fagin, Conference Project Director, CASE/IRDOE

Kathy Hoffmann, Coordinator Special Services
Erie Community College

Deborah Knight, Coordinator of the Learning Disabilities Assistance Program
Onondaga Community College

Nancy Luria, Associate in the Education of Children with Handicapping Conditions
New York State Education Department

Dr. Linanne Sackett, Vice President for Academic Affairs
Hudson Valley Community College

Questions & Answers

3:00 p.m. **A Call for Action**

3:30 p.m. **Wrap up**

Day II

The second day of the conference will be based on video vignettes that demonstrate instructional strategies currently being used in community colleges to help learning disabled students. Written materials that accompany the videotape will be handed out. Topics of the video material include the following:

- Writing Skills
- Reading Skills
- Math Skills
- Previewing and Outlining a Textbook Chapter
- Lecture Strategies

The workshop will be conducted interactively: the participants will see and then discuss the application of a range of instructional strategies shown in videotape segments. In conjunction with the segments on writing skills, participants will analyze and discuss actual writing samples produced by community college students with learning disabilities.

When participants register for the conference, they will be asked to prepare a short description, using the attached form, of a learning disabled student with whom they have worked. The descriptions will provide the basis for small-group discussions regarding the application of the instructional strategies shown on the videotapes.

As a result of the training, the participants will not only become familiar with strategies to help learning disabled students, but they will learn to train other faculty and support staff in the use of these techniques.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

PROVIDING INSTRUCTIONAL SERVICES TO LEARNING DISABLED STUDENTS AT SUNY COMMUNITY COLLEGES

Hosted by Monroe Community College
April 24, 1991

DAY I

8:00-8:45 a.m. **Registration and Coffee**

8:45 a.m. **Welcome**

Dr. Peter A. Spina, President
Monroe Community College

9:00 a.m. **Keynote Topic:**

Introduction: Dr. Bert Flugman, Director, Center for Advanced Study in Education, CUNY Graduate School

Effective Models of Service for Post-Secondary Learning Disabled Students

Dr. Loring Brinkerhoff, Director of Learning Disability Support Services, Boston University

Questions & Answers

10:15 a.m. **Coffee**

10:30 a.m. **Panel Discussion:**

Issues Affecting Implementation of Services for Post-Secondary Learning Disabled Students: Definition, Diagnosis, and Legal Mandates

Moderator: Dr. Margaret Nuzum, Conference Project Director, CASE/IRDOE

Dr. Debra Colley, Division Coordinator
VESID

Kathy Hoffman, Coordinator Special Services
Erie Community College

Dr. Barry McNamara, Assistant Professor Specialized Services in Education
Lehman College

Questions & Answers

(OVER)

12:15 p.m. **Lunch**

1:30 p.m. **Panel Discussion:**

Facilitating Changes: Developing School-Wide Policies for Learning Disabled Students

Moderator: Judith Fagin, Conference Project Director, CASE/IRDOE

Ronald Hofsess, Coordinator Disabled Student Services
Corning Community College

Deborah Knight, Coordinator of the Learning Disabilities Assistance Program
Onondaga Community College

Nancy Lauria, Associate in the Education of Children with Handicapping Conditions
New York State Education Department

Questions & Answers

3:00 p.m. **A Call for Action**

3:30 p.m. **Wrap up**

Day II

The second day of the conference will be based on video vignettes that demonstrate instructional strategies currently being used in community colleges to help learning disabled students. Written materials that accompany the videotape will be handed out. Topics of the video material include the following:

- Writing Skills
- Reading Skills
- Math Skills
- Previewing and Outlining a Textbook Chapter
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The workshop will be conducted interactively: the participants will see and then discuss the application of a range of instructional strategies shown in videotape segments. In conjunction with the segments on writing skills, participants will analyze and discuss actual writing samples produced by community college students with learning disabilities.

When participants register for the conference, they will be asked to prepare a short description, using the attached form, of a learning disabled student with whom they have worked. The descriptions will provide the basis for small-group discussions regarding the application of the instructional strategies shown on the videotapes.

As a result of the training, the participants will not only become familiar with strategies to help learning disabled students, but they will learn to train other faculty and support staff in the use of these techniques.

EVALUATION SUMMARIES

NOTE: All ratings scale responses are represented as frequency distributions immediately below each question. Not all participants responded to all questions.

The Graduate School and University Center
of The City University of New York

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Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

EVALUATION

March 13, 1991

Providing Instructional Services to Learning Disabled Students at SUNY Community Colleges

To assist the Institute in evaluating the first day of this conference, we would like you to complete this form anonymously. Please circle your responses.

1a. The keynote presentation "Effective Models of Service for Post-Secondary Learning Disabled Students" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	1	5	13	6

1b. This presentation helped me to understand the components of an effective support system for students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	2	9	10	4

1c. List some useful ideas that emanated from this presentation.

- how to develop independence in the LD student
- the importance of study skills instruction over content area instruction
- identification of beneficial types of support services
- identification of skills essential to employment
- the importance of learning strategies and independence
- the possibility of providing support for all students through the learning center
- handouts
- time management instruction
- how not to foster dependence

1d. What additional information would you have liked?

- more information on how to foster skills that lead to independence
- more information on various service delivery models
- more clarification of the laws and their implications particularly ADA
- more basic review for people not working directly with LD students
- more on vocationally appropriate goals
- more on learning strategies instruction

2a. The Morning Panel Discussion "Issues Affecting Implementation of Services for Post-Secondary Learning Disabled Students: Definition, Diagnosis and Legal Mandates" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	2	9	11	3

2b. The panelists' discussions provided an understanding of how to implement support services for students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	2	10	12	1

2c. The panelists' discussions provided an understanding of how VESID can work with a community college:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	2	12	11	2

2d. The panelists' discussions provided an understanding of the broad, practical implications of Section 504 of the Rehabilitation Act of 1973:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	3	6	17	1

2e. The panelists' discussions provided an understanding of the issues surrounding identification of the learning disabled student for services (operational vs. regulatory definitions):

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	2	16	7	1

3a. The Afternoon Panel Discussion "Facilitating Changes: Developing School-Wide Policies for Students with Learning Disabilities" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	1	8	13	3

3b. The panelists' discussions provided an understanding of what community colleges can do to accommodate students with learning disabilities in the classroom:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	1	8	9	7

3c. The panelists' discussions provided an understanding of how organization, study and test-taking skills can be taught to students with learning disabilities.

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	1	11	6	5

3d. The panelists' discussions provided an understanding of how the community college can facilitate a student's successful transition:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	2	8	13	1

3e. The panelists' discussions provided an understanding of how the community college can develop school-wide policies for the students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	1	12	10	1

3f. List some useful ideas that emanated from these presentations.

- definition of learning disabilities
- discussion of linkages
- self-advocacy strategies
- transition notebook
- usefulness of transition program
- need for training on learning disabilities
- attitudes that must be changed to develop a college-wide policy on learning disabilities
- value of a study skills course
- pre-semester workshop for LD students

3g. What additional information would you have liked?

- more on how to develop school-wide policies
- a directory of services available at other colleges
- more on transition programs and services
- more on funding sources
- more specific information on diagnosis of adults with learning disabilities
- more on specific models that work with learning disabled college students

---

4. To what extent did today's presentations meet your expectations?

1	2	3	4	5	6	7
Not at all						to a great extent
		1	3	5	11	9

5. How would you rate today's presentations as a useful and productive experience?

1	2	3	4	5	6	7
Not at all						to a great extent
			2	7	8	12

6. What did you like <u>most</u> about today's presentations?

- wealth of information
- good ideas to take back to my campus
- keynote speaker
- afternoon panel
- expertise of presenters
- networking
- resource materials that were distributed
- VESID update
- Debby Knight's presentation of accommodations

7. What did you like <u>least</u> about today's presentations?

- material was repeated
- to general in scope
- presentation on Section 504 was too basic
- information on ADA was unclear
- same room all day was tedious

8. What would you like to see included in future conferences?

- at least one split session to address different interests of service providers and those not in direct service
- what other community colleges are doing
- more specifics in how to provide services without money
- issues pertaining to working with faculty
- to speak with a student population
- more specific topics
- more group interaction
- specific changes in VESID diagnostic services
- more presentations such as Dr. Shaw's
- additional specific information on model programs
- information about continuing education programs
- a more technical discussion
- a more hands-on approach

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EVALUATION

March 14, 1991
Teaching & Tutoring Community College Students
with Learning Disabilities:
Video Vignettes

To assist the Institute in evaluating these workshops, we would like you to complete this form anonymously. Please circle your response.

1a. Overall, the workshops were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	2	4	2	1

1b. These workshops increased my understanding of issues concerning teaching students who are experiencing learning problems:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
1	1	5	3	

2a. The activities based on the videotaped vignettes were useful:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		7	1	1

2b. The videotaped illustrations of Tutoring in Writing Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	2	2	3	1

2c. The videotaped illustrations of instructional strategies to be used during a Writing Conference were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	2	3	2	1

2d. The videotaped illustrations of strategies to help learning disabled students with Math Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		3		1

2e. The videotaped illustrations of Lecture Strategies to help learning disabled students were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
			2	3

2f. The videotaped illustrations of strategies to help learning disabled students with Reading Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
1	1			

2g. The accompanying viewing guides were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		3	3	2

2h. Suggestions for improvement of viewing guides:

NONE

3a. List some useful ideas that emanated from this workshop.

- the connection between needs of students in developmental math and developmental English and students with learning disabilities
- the value of networking

3b. What additional information would you have liked?

- more specific strategies for teaching learning disabled students
- more general techniques for all disadvantaged students--not only for LD students
- theories of learning disabilities

3c. What did you like most about the workshop?

- interacting with other professionals
- viewing actual tutoring sessions

3d. What did you like least about the workshop?

- the overhead transparencies of writing samples were very difficult to read
- everyone in the same room for small group work
- wrap-up was too informal

3e. What would you like to see included in future workshops?

- more dialogue with colleagues
- less tutoring emphasis--more classroom emphasis

Use of the video materials

4a. Do you plan to share information gained at this conference with colleagues on your campus?

ALL Yes _____No

4b. Would you be interested in using the video vignettes and viewing guides in your own staff development activities on campus?

ALL* Yes _____No

*However some have doubts about receptivity of faculty.

4c. Suggestions for using the video materials in ways other than those suggested in the workshop:

- to teach peer tutors
- to training master tutors
- We have a transition project with eight HS in our area. These topics will be viewed, then put into a resource pool we have initiated.

4d. What kinds of help do you think you would need to conduct a staff development workshop utilizing the video materials?

- short explantory brochure to give participants

---

5. What additional training would you find helpful in enhancing your ability to help learning disabled community college students?

- testing information/knowledge

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EVALUATION

April 24, 1991

Providing Instructional Services to Learning Disabled Students at SUNY Community Colleges

To assist the Institute in evaluating the first day of this conference, we would like you to complete this form anonymously. Please circle your responses.

1a. The keynote presentation "Effective Models of Service for Post-Secondary Learning Disabled Students" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		2	9	19

1b. This presentation helped me to understand the components of an effective support system for students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
1		3	12	12

1c. List some useful ideas that emanated from this presentation.

- concrete suggestions for accommodations for learning disabled
- emphasis on the need to require student responsibility
- program support systems and strategies
- background information on learning disabilities
- showed limits of 504 i.e., the limits of the obligation and enforcement
- VESID information
- definition of learning disabilities what it is, what it's not
- spectrum of programs and services available
- instructional strategies
- how to use an informal assessment
- the need to be flexible when administrating reading tests
- specific time extension (1½ or 2) when offering testing modifications
- empowerment for students

BEST COPY AVAILABLE

- information on Section 504 and ADA
- how to fine tune our program for learning disabled students
- that there were things that we didn't need to provide for our LD students
- empowerment of me as service provider--the idea that I have some power to realistically define and design my services to match budget resources.
- networking

1d. What additional information would you have liked?

- more specific strategies on working with students
- instructional strategies
- ways to encourage acceptance of the learning disabled student by our faculty
- additional assessment information
- how to "educate" our educators (faculty)
- how to provide services more effectively with no budget and no person who is even designated as a part time LD coordinator.

2a. The Morning Panel Discussion "Issues Affecting Implementation of Services for Post-Secondary Learning Disabled Students: Definition, Diagnosis and Legal Mandates" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
1	2	3	13	6

2b. The panelists' discussions provided an understanding of how to implement support services for students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
2	1	9	13	3

2c. The panelists' discussions provided an understanding of how VESID can work with a community college:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		7	11	9

2d. The panelists' discussions provided an understanding of the broad, practical implications of Section 504 of the Rehabilitation Act of 1973:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
2		4	15	6

2e. The panelists' discussions provided an understanding of the issues surrounding identification of the learning disabled student for services (operational vs. regulatory definitions):

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
2	2	8	11	3

3a. The Afternoon Panel Discussion "Facilitating Changes: Developing School-Wide Policies for Students with Learning Disabilities" was:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		9	9	5

3b. The panelists' discussions provided an understanding of what community colleges can do to accommodate students with learning disabilities in the classroom:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		3	13	6

3c. The panelists' discussions provided an understanding of how organization, study and test-taking skills can be taught to students with learning disabilities.

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		3	11	8

3d. The panelists' discussions provided an understanding of how the community college can facilitate a student's successful transition:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	4	5	9	3

3e. The panelists' discussions provided an understanding of how the community college can develop school-wide policies for the students with learning disabilities:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		8	9	3

3f. List some useful ideas that emanated from these presentations.

- developing study skills and test taking skills
- strategies to reinforce study skills
- faculty in-service training suggestions
- understanding of legal requirements for making accommodations for the learning disabled
- helping faculty to become aware of the accommodations for the learning diabled
- suggestions for good networking
- descrip .on of learning disabled students

3g. What additional information would you have liked?

- more detailed information on supplemental instruction
- how to be more creative given limited budget and staff
- more information on summer orientation sessions for the learning disabled
- how to implement school-wide policies for the learning disabled
- what government, education, society is doing about LD causality such as FAS/CRACK/MALNUTRITION
- many commented that the information was complete and they were satisfied with what was done

---

4. To what extent did today's presentations meet your expectations?

1	2	3	4	5	6	7
Not at all						to a great extent
				10	8	4

5. How would you rate today's presentations as a useful and productive experience?

1	2	3	4	5	6	7
Not at all						to a great extent
			1	10	7	4

6. What did you like <u>most</u> about today's presentations?

- specific suggestions for dealing with students
- Loring's concise presentation and some of the issues raised by participants

- all
- pertinence to my work
- Loring Brinkerhof's clear presentation
- Debbie Knight's presentation
- networking
- hearing from agencies such as SED and VESID
- focusing on different programs for the student with learning disability
- variety of topics presented
- contacts/resources
- felt empowered as a service provider

7. What did you like <u>least</u> about today's presentations?

- legal presentations unclear, disorganized too many acronyms
- somewhat repetitive for someone already working with learning disabled students
- lack of group participation
- not enough time for questions and, discussion was too limited

8. What would you like to see included in future conferences?

- examples of specific program models
- discussion on implementing supplemental instruction
- more specific hands-on strategies
- have individuals submit scenarios or case studies for small groups to brainstorm and offer suggestions for addressing student needs
- assessment on campus by college personnel
- more workshops where institutions have to submit something to you in advance as conference facilitator so that you will know what levels of expertise you are working with and can group people to work on specific areas of weakness/interests.

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EVALUATION

April 25, 1991
Teaching & Tutoring Community College Students
with Learning Disabilities:
Video Vignettes

To assist the Institute in evaluating these workshops, we would like you to complete this form anonymously. Please circle your response.

1a. Overall, the workshops were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		3	4	3

1b. These workshops increased my understanding of issues concerning teaching students who are experiencing learning problems:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
		4	3	2

2a. The activities based on the videotaped vignettes were useful:

1	2	3	4	5
to a very small extent	to a small extent	to a moderate extent	to a large extent	to a very large extent
	1	4	4	1

2b. The videotaped illustrations of Tutoring in Writing Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		6	2	2

2c. The videotaped illustrations of instructional strategies to be used during a Writing Conference were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		4	4	1

2d. The videotaped illustrations of strategies to help learning disabled students with Math Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	3	1	3	2

2e. The videotaped illustrations of Lecture Strategies to help learning disabled students were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	1	2	3	2

2f. The videotaped illustrations of strategies to help learning disabled students with Reading Skills were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
	2	4	1	

2g. The accompanying viewing guides were:

1	2	3	4	5
inadequate	fair	good	very good	excellent
		2	3	4

2h. Suggestions for improvement of viewing guides:

- o overheads to accompany the guides would facilitate discussion

---

3a. List some useful ideas that emanated from this workshop.

- use of clarification questioning in revising writing
- use "I" instead of "you" in responding to student writing
- developing a workshop on dealing with LD students for my colleagues on my campus
- use of chalk board while lecturing
- being more personable when greeting a student

- tutoring techniques
- new approaches to working with students
- teaching strategies

3b. What additional information would you have liked?

- how to positively identify LD student
- discussions--sharing evaluation of vignettes
- more time on actual strategies
- sharing of new classroom strategies

3c. What did you like most about the workshop?

- the interaction with colleagues from other institutions
- receiving a copy of the tapes and viewing guide
- working in small groups and presenting information to a larger group
- the chance to discuss the vignettes

3d. What did you like least about the workshop?

- reviewing writing samples
- repetition of basic ideas
- pace sometimes too slow

3e. What would you like to see included in future workshops?

- more panel discussions
- more time for discussion
- different methods of dealing with math (more pictures, diagrams, etc.)
- how to deal with students' resistence, lack of motivation, and distractions, etc.
- more on diagnosis of learning disabilities
- more discussion of compensatory strategies for LD students
- more than one speaker on the second day

Use of the video materials

4a. Do you plan to share information gained at this conference with colleagues on your campus?

ALL Yes _____ No

4b. Would you be interested in using the video vignettes and viewing guides in your own staff development activities on campus?

ALL Yes _____No

4c. Suggestions for using the video materials in ways other than those suggested in the workshop:

- tutor training and development
- training peer tutors
- use with students
- faculty training

4d. What kinds of help do you think you would need to conduct a staff development workshop utilizing the video materials?

- money and interest
- workbooks, and some handouts
- funding
- appropriate free time
- knowledge of underlying theory

---

5. What additional training would you find helpful in enhancing your ability to help learning disabled community college students?

- how to guide students in being less dependent on tutors and become more independent
- longer workshop
- more information on characteristics of learning disabled
- testing information
- more conferences like this
- more information on strategies remediation

SAMPLE OF PRE-CONFERENCE NEEDS ASSESSMENT

The Graduate School and University Center
of The City University of New York

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October 29, 1990

MEMORANDUM

TO: SUNY Community College Administrators, Faculty & Staff

FROM: CASE/IRDOE, CUNY Graduate Center

RE: Upcoming conferences on learning disabilities

The CASE Institute for Research and Development in Occupational Education (IRDOE) of the CUNY Graduate School is planning two conferences directed toward working with learning disabled students on SUNY Community College Campuses. The conferences are scheduled to be held in the Spring of 1991 and will be hosted by the Hudson Valley Community College in March and Monroe Community College in April. To help us in our planning we would appreciate it if you would complete the attached survey form and return it at your earliest convenience to:

Judith Fagin and Margaret Nuzum
Project Directors
Graduate School and University Center, CUNY
Center for Advanced Study in Education
25 West 43rd Street, Rm 620
New York, New York 10036

JF:mb
attach.

CASE/IRDOE - CUNY Graduate Center

NAME: _____

COLLEGE: _____

POSITION: _____

PHONE: _____

1. What are four major issues concerning learning disabled students on the community college campus that you would like to see addressed at these conferences?

   a. _____

   b. _____

   c. _____

   d. _____

2. What kind of workshops/conferences have already been provided to faculty and staff on working with learning disabled students?

   _____

   _____

   _____

3. What materials have been developed by your college for faculty and staff regarding disabled student services?

   _____

   _____

4. Is there a particular learning disabilities specialist or educator who you believe should be considered as a keynote speaker for these conferences?

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

5. Are there particular individuals you believe we should contact regarding presenting workshops at the conference?

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

   Name: _____ Affiliation: _____

. Please list administrators, faculty and/or staff members on your campus who you believe would be interested in attending this conference.

Name:_____Title:_____

Name:_____Title:_____

Name:_____Title:_____

Name:_____Title:_____

Comments and/or suggestions:

_____

_____

_____

SAMPLE OF "CALL FOR ACTION"

The Graduate School and University Center
of The City University of New York

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CALL FOR ACTION

March 13, 1991

1. Which programs for students with learning disabilities do you think should be added at your college?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

2. Realistically, which programs could be added to enhance services for the learning disabled at your college?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

(OVER)

3. How could you facilitate the addition of these programs?

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

4. Which departments at your college need to be involved to facilitate these changes? Why?

_____

_____

_____

_____

_____

_____

_____

5. What are some of the impediments to change on your campus?

_____

_____

_____

_____

_____

_____

_____

6. Your present position/title _____

SAMPLE CONFERENCE HANDOUTS

EFFECTIVE MODELS OF SERVICE FOR POSTSECONDARY STUDENTS WITH LEARNING DISABILITIES

Dr. Stan Shaw
Professor and Coordinator of Special Education
School of Education, Box U-64
The University of Connecticut
Storrs, CT 06269-2064
(203) 486-0208

Handouts for a presentation at the CASE conference for the State of New York community colleges, Troy, N.Y., March 13, 1991.

Colleges and Universities May Not:

1) Limit the number of students with disabilities admitted.

2) Make pre-admission inquiries as to whether or not an applicant is disabled.

3) Use admission tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants, because special provisions were not made for them.

4) Exclude a student from a course of study.

5) Counsel a student with a disability toward a more restrictive career.

6) Measure student achievement using modes that adversely discriminate against the student with a disability.

7) Institute prohibitive rules that may adversely affect students with disabilities.

Colleges and Universities could be required to:

1) Extend the time permitted for a student with a disability to earn a degree.

2) Modify teaching methods and examinations to meet the needs of students with disabilities.

3) Develop course substitutions or waivers for students with disabilities.

4) Assume the availability of such learning aids as, four-track tape recorders, word processors, and pocket spell-checkers for students with disabilities.

Service provider behaviors which foster dependence or independence

Dependence	Independence
1. allows student to interrupt or "barge in" to get immediate response to perceived need	1. uses such occurrences to teach or practice appropriate social skills
2. takes responsibility for the products and grades of a seemingly sincere and hard working student	2. maintains focus on helping student learn without taking responsibility for student success or failure
3. advocates for untimed tests in all subjects	3. encourages extended time on certain tests in specified courses based upon specific assessment data
4. helps a student write a paper	4. provides instruction on how to write a paper
5. edits and corrects a student's paper	5. teaches the student how to proofread a paper and/or teaches the use of appropriate computer software
6. explains the student's disability and needed accommodations to a professor	6. role plays discussion with a professor so the student can self-advocate
7. sends a list of students with learning disabilities to all faculty	7. discusses with student when if, and how to disclose a learning disability
8. mails a letter to faculty requesting test modifications or accommodations	8. gives a letter to the student which indicates your availability to support the student's request for test modifications or accommodations
9. tells the student a certain credit load, course or major is inappropriate or unacceptable	9. helps a student determine the pros and cons of a particular decision and allows the student to experience the consequences (positive or negative) of that decision
10. organizes the student and controls the student's environment to assure success	10. encourages the student to assess needs, identify problems and develop compensatory strategies
11. attempts to meet all student instructional, counseling, advising and personal needs using resources of LD services	11. helps student identify and access other campus and community resources

(Adapted from Shaw, S.F., Bieber, N. & Byron, J. (1990). Programming to help postsecondary students with learning disabilities become independent (Cassette Recording 247-F39). San Diego, CA: Convention Recorders).

Dr. Stan Shaw, The University of Connecticut, 1991

How to Train Students for Independence

1. How to describe your disability in plain language.

- Review the diagnostic report with the student
- Have student list strengths and weaknessess
- Relate the disability to class content
- Role-playing with peers and teachers

2. How to determine when to disclose a learning disability.

- When is it appropriate and when is it not?
- Review the alternatives to disclosure with the student in advance.

3. How to take responsibility for learning & decision making.

- Study skills curriculum (Spector & Decker, 1989)

4. How to ask for accommodations from instructors.

- The student needs to learn to ask for accommodations
- Accommodations are both instructional and programatic
- The need for accommodations may vary across classes

5. How to effectively utilize support staff.

- Develop a plan for gradually weaning off of LD services
- Avoid "overly supportive" teachers
- Learn to tap into other support staff (librarians, guidance counselors etc.)

6. How to be involved in transition planning.

- Student should become a part of the team

(Brinckerhoff, '90)

Designing Appropriate Support Services for Students with Learning Disabilities in a Postsecondary Setting

Academic Services

- Content Tutoring
- Remediation
- Learning Strategies
  - -Specific Intervention Strategies
    - organizational skills
    - study strategies
    - test-taking strategies
    - memory techniques
  - - Writing
    - use of word processor
    - use of spell or grammar checks
  - - Compensatory Devices
    - word processors
    - texts on tape
    - tape recorders

Counseling Services

- Academic Advising
- Advocacy Training
- Career Counseling
- Personal Counseling
- Peer Support

Steps in Collaborative Consultation Process

1. **Planning**
   - 1.1 Focus on major area(s) of concern.
   - 1.2 Prepare needed materials.
   - 1.3 Prepare several action options, but remain flexible.
   - 1.4 Arrange convenient meeting time and place.

2. **Initiating**
   - 2.1 Establish report.
   - 2.2 Plan agenda.
   - 2.3 Address the concern(s) as tentatively defined.

3. **Collecting Information**
   - 3.1 Make notes of data shared.
   - 3.2 Combine, summarize, and assess the data.
   - 3.3 Pinpoint areas in need of more information.

4. **Specifying Concerns**
   - 4.1 Listen to all concerns.
   - 4.2 Show interest in all comments.
   - 4.3 Accept and value all comments and concerns.
   - 4.4 Focus on the pertinent issues.

5. **Pinpointing Options and Alternatives**
   - 5.1 Engage in collaborative problem solving.
   - 5.2 Generate several possible options.
   - 5.3 Suggest examples of appropriate classroom modifications.
   - 5.4 Review options.
   - 5.5 Select the most reasonable alternatives.

6. **Planning Together**
   - 6.1 Specify individuals to be involved.
   - 6.2 Set goals.
   - 6.3 Identify role responsibilities.
   - 6.4 Discuss special methods involved.
   - 6.5 Establish evaluation criteria and methodology.

7. **Following Up**
   - 7.1 Schedule review meeting for convenient time and place.
   - 7.2 Review data and analyze results.
   - 7.3 Plan further action or continue previous plan.
   - 7.4 Bring closure if goals have been met.
   - 7.5 Reassess periodically to assure maintenance.
   - 7.6 Continue informal interaction with consultee(s).

From "Collaborative Consultation: A Promising Tool For Serving Gifted Students With Learning Disabilities", Norma Dyck and Peggy Dettmer.

POSSIBLE ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES AT THE POSTSECONDARY LEVEL

INSTRUCTIONAL MODIFICATIONS

- taped textbooks
- readers
- note-taking modifications
  - carbon-less paper (NCR)
  - notetakers
  - tape recorder
- computer facilities
- test modifications
  - extended time
  - separate place
  - different forms
  - use of word processor or typewriter
  - readers
  - oral exam (or taped answers)
  - alternative demonstrations of mastery
- use of aids in exams (calculator, dictionary, etc.)

PROGRAM MODIFICATION

- extended time to complete a program
- adapting methods of instruction
- substituting one course for another required course
- modifying or waiving certain requirements (i.e., math, foreig language)
- part-time rather than full-time study

TEACHING LEARNING DISABLED STUDENTS IN THE COLLEGE CLASSROOM

1. Provide a detailed syllabus.
2. Choose textbooks carefully.
3. Explain how to use textbook aids.
4. Assign advance readings.
5. Provide handouts.
6. Develop a positive student-teacher relationship.
7. Use a multisensory approach.
8. Use role-playing techniques.
9. Review material.
10. Provide repetition.
11. Gain the students' attention.
12. Ask questions.
13. Provide opportunities for previewing.
14. Personalize information.
15. Give frequent quizzes.
16. Teach mnemonics.
17. Provide lecture outlines.
18. Help students follow lectures.
19. Encourage small group discussions.
20. Teach initial concepts deductively.
21. Use concerete presentations.
22. Use the chalkboard.
23. Clarify points.
24. Extend time limits.
25. Control level of language.
26. Teach definitions and terms carefully.

From: College and the Learning Disabled Student, C.T. Mangrum and S.S. Strichart, New York: Grune and Stratton, Inc., 1984.

Effective Models of Service Delivery for Students with Learning Disabilities at the Community College Level

April 24, 1991- Monroe Community College

Loring C. Brinckerhoff, Ph.D.
Boston University

Overview: This workshop will present postsecondary faculty, administrators, and support staff with the latest information on students with learning disabilities in higher education. Topics covered include: a definition, characteristics, and types of "reasonable accommodations" required under Section 504, and models for service delivery.

I. Recent trends in postsecondary education for college students with learning disabilities.

II. What are learning disabilities in plain language?

III. Characteristics of college students with learning disabilities.

IV. What are "reasonable accommodations" for college students with learning disabilities?

V. Models for effective service delivery at the community college level.

VI. Resources

young woman is on a sled, standing up
three dogs pull with their tongues hanging out
attached to the front end of the sled.
he is kicking to help the dogs go over
the snow it looks like a very bright day
trees are naked of their leaves, there
a old aboriginal town in the distance
looks absolutely marvelous out, the woman is
nly dressed in parka and warm hat, boots they all seem
happy

9 minutes
Chris W
2/15/87

LEARNING DISABILITIES

DEFINITION

A learning disability is a handicap which affects the manner in which individuals take in information, retain it, and express the knowledge and understandings they possess. Individuals who are learning disabled have normal intelligence and exhibit a discrepancy between their ability and their achievement. This discrepancy is not related to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.

Learning disabled adults exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. Difficulties are seen in discrimination (e.g. in perceiving differences between two similar but unlike sounds, words,or symbols), in retaining what is heard or seen, and in expressing what one knows either through oral or written language.

The most serious and common deficits in LD adults are in reading comprehension, spelling, mechanics of writing, math computation, and/ or problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management and social interpersonal skills. For most LD adults, language-based and/or perceptual problems are evident.

LD adults may or may not show demonstrable deviation in central nervous system function (neurological "hard" or "soft" signs), although it is presently believed that learning disabilities are probably caused by neurological differences in the brain.

(composite definition, from HELDS Project and National Advisory Committee on Handicapped Children)

Disabilities Under Section 504

A **disabled person** is one "who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment."

Major life activities are functions such as "caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working."

AIDS
Alcoholism
Blindness/visually impaired
Cancer
Cerebral palsy
Deafness/hearing impaired
Diabetes
Drug addiction
Epilepsy
Heart Disease
Mental illness
Mental retardation
Multiple sclerosis
Muscular dystrophy
Orthopedic, or speech problems
Perceptual handicaps, such as: dyslexia, or developmental aphasia

POSSIBLE ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES AT THE POSTSECONDARY LEVEL

INSTRUCTIONAL MODIFICATIONS

- taped textbooks
- readers
- note-taking modifications
  - carbon-less paper (NCR)
  - notetakers
  - tape recorder
- computer facilities
- test modifications
  - extended time
  - separate place
  - different forms
  - use of word processor or typewriter
  - readers
  - oral exam (or taped answers)
  - alternative demonstrations of mastery
- use of aids in exams (calculator, dictionary, etc.)

PROGRAM MODIFICATION

- extended time to complete a program
- adapting methods of instruction
- substituting one course for another required course
- modifying or waiving certain requirements (i.e., math, foreign language)
- part-time rather than full-time study

SERVING COLLEG
A PRO

The Postsecondary Lea
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annual intensive three-day
viders on **June 19-21, 1991**
Professor of Special Educa
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sponsored by the President'
deliver the keynote address.
which will meet three times
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In conjunction with this yea
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On Saturday morning (9 -
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The University of Connecticu
Circle, U-56D, Storrs, CT 062
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DENTS WITH LEARNING DISABILITIES
NAL TRAINING INSTITUTE

ability U of the A. J. Pappanikou Center on Sp
The Un rsity of Connecticut will sponsor its thir
Postsec dary Training Institute for LD Service Pro-
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June 22 several of the conference strands
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brochur s will be available in March. To receive
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nsportatio and recreational activities, contact:
r for Pro essional Development, One Bishop
, or call: 03/486-3231. For additional informa-

BEST COPY AVAILABLE

College Students with Disabilities

792,000 Undergraduate students enrolled in SUNY system

6,500 Students with disabilities enrolled in SUNY

4,623 Students with disabilities enrolled in community college

985 Students with learning disabilities enrolled in community college (21% of disabled)

AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

ADA signed into law by President George Bush July 26, 1990.

SPECIFIC COMPONENTS

Effective date: 7/26/90

Title I **Employment**

Title II **Public Service**
- Part I Public Transportation
- Part II Public Transportation Intercity

Title III **Public Accommodations Operated by Private Entities**
- A. Business and Service Providers
- B. New Construction/Alterations to Public Accomodations
- C. Public Transportation Provided by Private by Private Entities

Title IV **Telecommunications**

Title V **Miscellaneous Provisions**

WHAT ADA DOES

Definition

Provides a definition of a person with a disability consistent with Section 504 and New York State Human Rights Law.

Employment

In two years, businesses with more than 25 workers will be required to change their physical plants to accommodate disabled employees.

Transportation

New buses, trains, and subway cars will have to be accessible to people in wheelchairs.

Public Accommodations

Renovated or new hotels, retail stores, and restaurants will have to be accessible to people in wheelchairs. Barriers now existing must be removed, if "readily achievable."

WHAT ADA DOES *(continued)*

Telecommunications

Telephone companies will have three years to provide relay services allowing hearing- or voice-impaired people with special telephones to place and receive calls from ordinary telephones.

Miscellaneous Provisions

Depicts ADA in relation to other laws, explains insurance issues, prohibits State immunity, provides congressional inclusion, and sets regulations.

Exemptions

Businesses that can demonstrate that the required changes would be too costly, too disruptive, or substantially alter the way they do business would be exempt.

P.L. 101-336

Americans With Disabilities Act of 1990

FEDERAL PURPOSE: 4 STATEMENTS

- TO PROVIDE A CLEAR AND COMPREHENSIVE NATIONAL MANDATE FOR THE ELIMINATION OF DISCRIMINATION AGAINST INDIVIDUALS WITH DISABILITIES;

- TO PROVIDE CLEAR, STRONG, CONSISTANT, ENFORCEABLE STANDARDS ADDRESSING DISCRIMINATION AGAINST INDIVIDUALS WITH DISABILITIES;

- TO ENSURE THAT THE FEDERAL GOVERNMENT PLAYS A CENTRAL ROLE IN ENFORCING THE STANDARDS ESTABLISHED IN THIS ACT ON BEHALF OF INDIVIDUALS WITH DISABILITIES; and

- TO INVOKE THE SWEEP OF CONGRESSIONAL AUTHORITY, INCLUDING THE POWER TO ENFORCE THE FOURTEENTH AMENDMENT AND TO REGULATE COMMERCE, IN ORDER TO ADDRESS THE MAJOR AREAS OF DISCRIMINATION FACED DAY-TO-DAY BY PEOPLE WITH DISABILITIES.

Erie Community College
South Campus
4140 Southwestern Boulevard
Orchard Park, N.Y. 14127
(716) 648-5400

OFFICE OF DISABLED STUDENT SERVICES

To: Campus Vice Presidents

From: Kathy S. Hoffman
Nancy Bailey
Steve Wixson

Date: November 20, 1990

Re: Americans with Disabilities Act (ADA)

As each of you requested we have reviewed the ADA materials received from the American Council on Education. That and other information, is the basis for the attached response. Campus questions can be referred to any of us; general questions should be directed to Kathy Hoffman.

cc Dr Louis Ricci, President
Bruno Pistrin
George Thomas
Bill Mariani

KSH/dc

ECC AND ADA

What impact will the Americans with Disabilities Act (ADA) have on Erie Community College? Since Erie receives federal funds through multiple sources such as student financial aid and federal grants the college has been required to be in compliance with the Rehabilitation Act of 1973 Section 504 which is the basis for ADA. The intent of ADA is to expand the application of Section 504 beyond recipients of federal funds specifically in the areas of employment, transportation, public accommodations and telecommunications whether publicly or privately owned and operated. Since ADA reinforces Section 504 and fills in any gaps the immediate impact on the college is to reassess accessibility on all campuses and in all departments and programs as both a public services provider and as an employer.

As a public service provider the college is still required to meet the physical and program access requirements of Section 504; ADA requires that all 'readily achievable' alterations such as visual smoke alarms, minor ramping, bathroom conversions, elevator buttons etc., be in place by January 29, 1992. ADA further requires that when major alterations are made to provide access such as building additions, new entrances or elevators, that the pathways to and from these alterations have accessible bathrooms, telephones, water fountains, etc. "ADA requires the removal of barriers (If 'readily achievable'), regardless of the availability of other effective methods, such as reassigning classes" (Kramer and Dorman). In other words, bathroom access, telephones and so forth may not be made accessible only on certain floors or in designated areas.

ADA may also have implications for access in bookstores and restaurants etc. operated on campus on a lease basis by private entities since the college is a public entity.

Because the college is part of the county of Erie it has always been regarded as a public entity in terms of employment and therefore subject to the non-discrimination hiring regulations of Section 504. ADA and 504 both allow job sharing, job modification, use of reasonable accommodations, readers for the blind and interpreters for the deaf during parts of the work day. ADA also allows for transfer of a disabled employee to a vacant position and non-discrimination against any individual who associated with a disabled person on any basis.

Titles III and IV the private sector employment and transportation and the telecommunications components of ADA will undoubtedly have a more subtle impact on the college. As employers are faced with a shrinking workforce of able bodied workers and an increased availability of technology to improve employability of disabled individuals, the need for qualified disabled workers will increase. Colleges such as Erie will be called upon to not only train disabled individuals, but to assist employers in easing them into the workforce. The need for new technology to assist disabled individuals will create

new markets and create a need for technicians to repair the technological devices. The sluggish turnaround time on repair of a power wheelchair, voice operated computer or other technology is a major problem for disabled individuals who rely on that device for assistance.

Disabled individuals often have trouble finding and holding jobs due to the difficulty and cost of transportation to and from the work site. All new transportation vehicles will be required to be accessible and transit systems will be required to set up para transportation where mass transportation is not possible. Accessible transportation to employment and to the college will encourage disabled individuals who had previously been hesitant to pursue training to actively do so.

Title IV which covers telecommunication access for hearing impaired individuals should not be a major issue in New York State since we already have a state-wide telephone relay service for the deaf.

Recommendations for ECC:

Conduct a campus by campus accessibility survey to establish needs to achieve physical accessibility. Include bathrooms, fire alarms, cafeteria, emergency evacuation, classrooms and laboratories and building access, handicapped parking, etc. in the survey. Since ADA also covers recreational activities sponsored by SGA, athletics etc. these should also be assessed. Eastern Paralyzed Veterans is willing to conduct these surveys at no cost.

Each campus should establish an Action Plan for achieving access as outlined by EPVA

Each campus, South in particular, needs to address the need for voice synthesized for a minimum of 3 computers per campus to assure equal access to persons who are visually impaired or who have severe print related Learning Disabilities.

Each campus should also be equipped with a VTEK which will enlarge print material. Computer centers should also have at least one monitor which will enlarge text and graphics.

Establish a plan for achieving access with college budget monies for immediate alterations and capital projects for major renovations.

In-service training for college staff including Vice Presidents, finance department, community services, purchasing, maintenance, teacher center personnel, grant writers and academic unit representatives etc. Purchase of new electric/electronic equipment such as

typewriters, computers, calculators etc., must be accessible wherever possible in accordance with the Rehabilitation Act of 1973 Section 508.

South and North campus Vice Presidents must include a full time Disabled Student Services counselor in the College budget to assure equal access to services across the college.

The Coordinator of Special Services and Technical Assistant should deal with Central administration issues and assist with identifying funding, technology, training, etc.

Accessibility for disabled individuals must be considered when conducting academic program reviews and when writing catalog descriptions of the programs with an emphasis on the competencies needed to perform that specific skill or profession.

Job descriptions must be non-discriminatory to disabled individuals.

Equipment purchased through grant proposal must include access for disabled individuals in the original budget and proposal.

Additional funding must be found for Disabled Student services such as interpreters, readers, tutors, etc.

College needs to define 'otherwise qualified' as it applies to Learning Disabled individuals to avoid deluge of unqualified individuals demanding services.

Community Services could act as trainer for businesses interested in recruiting/hiring disabled individuals. Format similar to program done at Gaymar Industries could be used.

As co-op and experience based learning opportunities expand, attention must be paid so they are accessible to individuals who are disabled.

Placement offices should link with VESID (formerly OVR) to improve job placement possibilities for disabled individuals.

College needs to assess new program opportunities as both public services and technologies to meet needs of disabled consumers such as job coaches, wheelchair repair, etc.

Mandates of Section 504 of the Rehabilitation Act Concerning Academic Programs and Adjustments

(The following excerpts are taken from the Handicapped Requirements Handbook, Federal Advisory Service, Thompson Publishing Group, Washington, D.C., June, 1981.)

Paragraph 84.44(a) of Section 504 of the Rehabilitation Act of 1973 states that colleges and universities shall make such modifications to their academic requirements as are necessary to ensure that such requirements do not discriminate, or have the effect of discriminating, on the basis of handicap against a qualified handicapped applicant or student. Academic requirements that the institution can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory, even if they have an adverse effect on persons with handicaps. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Under paragraph 84.44(b), an institution may not impose upon handicapped students rules or activities, such as the prohibition of tape recorders or braillers in classrooms or dog guides in campus buildings.

Paragraph 84.44(c) states that, in its course examinations or other procedures for evaluating students' academic achievement, institutions shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than a student's impaired sensory, manual, or speaking skills (except where such skills are the factors being measured). This requirement makes it necessary for the institution to develop testing procedures available in every department.

It is important to remember that modifications should not be made based on any generalizations regarding categories of handicap, but should be made in individual instances on a case-by-case basis. Arbitrary policies that involve automatic modifications for handicapped students who may not require such would be a violation of the "most integrated setting appropriate" principle.

Procedures for Implementing Academic Accommodations for Students Enrolled in Programs at Onondaga Community College

It is the intent of the college to provide program access to all "otherwise qualified handicapped persons". The intent of the following is to provide guidelines and procedures for accomplishing this goal. In keeping with Section 504, the college recognizes that modifications should not be based on any generalizations regarding categories of handicap, but should be made on a case-by-case basis.

It is the students' responsibility to identify themselves to the Coordinator of Services for Students with Special Needs (CSSSN) and/or the Coordinator for the Learning Disability Assistance Program (LDAP Coordinator). Accommodations will not be implemented until the disability is verified and will not be applied retrocactively.

Written professional documentation of the disability will remain on file in the Office of Services for Students with Special Needs except in those cases where the disability and the inherent needs are apparent without written documentation.

The CSSSN and/or the LDAP Coordinator will determine those accommodations necessary to make programs accessible to disabled students. This will be done on a case-by-case basis and in consultation with the student and other professionals when appropriate.

When academic accommodations are deemed necessary for program accessibility, the CSSSN or LDAP Coordinator will provide the student with a written statement delineating the specific accommodations for which the student is eligible. The student will be responsible for sharing this information with faculty and support staff.

In the case of substitutions or waivers of courses required for a degree, the CSSSN and/or LDAP Coordinator will evaluate the unique needs of disabled students on a case-by-case basis. In most cases, the students will be encouraged to attempt the course and progress will be monitored by all parties involved. In some cases a substitution for a requirement within a course may be necessary. In such cases, the CSSSN or the LDAP Coordinator, the faculty and department involved, and the student will determine the appropriate adjustment. When the disability has been deemed by the Office of Services for Students with Special Needs to have precluded the student from successfully completing the course, a course substitution will be requested. In the event that no acceptable substitution is available, a waiver will be requested. In some cases, a waiver of an academic rule such as late withdrawal may be requested. Supporting documentation to substantiate the request will be on file in the Office of Services for Students with Special Needs.

MEDICAL WAIVER POLICY

When a student requires a medical waiver for physical education he or she must obtain a statement from his or her personal physican recommending the student not participate in physical education or aquatics whichever is appropriate, and the duration of the restriction.

Once the statement has been obtained, the student should bring it personally to Health Services. The Coordinator of Health Services will receive the statement and issue the appropriate waiver. Until the student receives a copy of the waiver, the procedure is not complete.

If a student is issued a medical waiver for aquatics, then he or she will be required to complete two (2) physical education activities which are not pool related. A permanent medical waiver issued for physical education eliminates the need for participation in any further physical education activity.

PLEASE NOTE

If a temporary medical waiver is issued, the physical education requirements for graduation do not change. Please consider this when planning schedules. However, if due to extenuating circumstances a student is issued a temporary waiver during the last semester of enrollment prior to graduation, the physical education requirements may be waived by scholastic standards.

THE STATE EDUCATION DEPARTMENT THE UNIVERSITY OF THE STATE OF NEW YORK ALBANY, NY 12234

DEPUTY COMMISSIONER FOR VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES

October 25, 1990

ITEM FOR DISCUSSION

TO: The Honorable the Members of the Board of Regents
Committee on Services for Individuals with Disabilities

SUBJECT: Linking Services for Individuals with Disabilities - Discussion on Activities for Implementation of Policies

Earlier this year, the Board of Regents approved ten policies for Linking Services for Individuals with Disabilities transitioning from secondary education programs to higher education, adult or continuing education or employment. Since that time, representatives from the Offices of Vocational and Educational Services for Individuals with Disabilities (VESID), Elementary and Secondary Education, Higher and Continuing Education, and School Improvement and Support and the New York City Board of Education have reviewed the approved policies and collaboratively developed proposed actions for implementation.

The attached report provides recommendations for actions to be taken to implement the ten policies. The report includes steps to implement the policies, evaluation actions for each policy, and projected timelines.

Respectfully submitted,

Lawrence C. Gloeckler

Attachment
Approved:

Commissioner of Education

10/30/90
Date

FRAMEWORK FOR IMPLEMENTATION

The ten policies for linking services for individuals with disabilities are based on the transition from school to higher education, adult and continuing education and work. Actions to implement the policies are being developed in accordance with three components: Information Resource Coordination, Secondary Programming, and Postsecondary Opportunities.

The policies related to the coordination and expansion of information, data, and resources are included in Policy #1: Comprehensive Information Base, Policy #3: Clearinghouse Mechanism, Policy #5: Preservice and In-service Training, and Policy #7: Interagency Councils.

Component II, Secondary Planning, represents the policies related to the secondary transition process for students with disabilities. The transition process encompasses Policy #2: Committee on Special Education, Policy #4: Vocational Assessment, and Policy #6: Transitional Planning.

Component III, Postsecondary Opportunities, represents the policies related to increasing opportunities beyond secondary education. These opportunities address the higher and continuing education needs of individuals with disabilities as well as the opportunities for students to transition from school to work. The third component includes Policy #8: Colleges and Universities, Policy #9: Adult and Continuing Education, and Policy #10: Participation in the Labor Force.

EVALUATION

The evaluation component is developed to ensure that the implementation of this plan for linking services is monitored and that the benefits of linking services are assessed. The evaluation process will occur in two phases:

Phase 1. The anticipated outcomes for the implementation of each policy will be evaluated. The proposed evaluation for each anticipated outcome is described after each policy.

Phase 2. The overall impact of the systemic change addressed through the implementation of the ten policies will be evaluated over a period of time that would allow for an adequate assessment. The direct benefits to individuals throughout the State will be a major component of the evaluation in Phase 2.

IMPLEMENTATION OF POLICIES

Approved Policy #1. Each appropriate Department database will include specific information on individuals with disabilities. This information will have the capability of being disaggregated for the purpose of tracking and cross-referencing data on individuals with disabilities.

Desired Outcome. A comprehensive information base will be available upon which to plan and develop programs and services, and to allocate resources to better serve individuals with disabilities.

Actions to Implement Policy #1:

1.a. Analysis by Task Force

- Each program office within the Department is represented on the Committee on Information Resource Management. The goal of the Committee is to consolidate and standardize, where possible, those items pertaining to information management. This includes data processing; telecommunications; office automation; information collection and dissemination activities; data and records management; and systems development, from hardware to the information itself.

- The Task Force will review current systems to promote standardization in data gathering and consistency in implementation to meet Department and consumer needs.

1.b. Review and Improve Access to Existing Data

- VESID will investigate the cooperative development of reports that could meet multi-office/agency database needs to encourage efficient data collection and manipulation.

- Data from existing databases (e.g., the Bureau of Continuing Education Planning, Research and Information and the Division of Bilingual Education) will be available for improved program planning and coordination. This information will be available to all program offices of the State Education Department to better plan and develop programs and services for individuals with disabilities.

- VESID will encourage the development of, or where already defined, adoption of, standards for

information systems, system designs and data variable characteristics for more efficient data collection and manipulation.

Evaluation of Policy #1:

During the first year, data will be collected to document how and when the Department database information on individuals with disabilities is accessed. Evaluation reports specifying how the information was used to benefit individuals with disabilities will be collected and analyzed. During the second year, changes in policies, procedures and programs that can be shown to be a result of the information obtained from the databases will be included in annual evaluation reports to the Board of Regents.

Approved Policy #2. All necessary steps will be taken to ensure that individuals with appropriate expertise are included in the Committee on Special Education planning process. These participants could include individuals from vocational education facilities, institutions of higher education and business and industry, independent living centers and others who are not part of the elementary, middle and secondary educational systems.

Desired Outcome. The Committee on Special Education will have a comprehensive information base upon which to make program decisions related to transitional issues.

Actions to Implement Policy #2:

2.a. Committees on Special Education (CSEs)

- OECHC will revise Part 200 of the Commissioner's Regulations to:

  1. Require that the appropriate VESID office be notified of students with disabilities who are involved in the CSE transition process.

  2. Require that the CSE seek input from appropriate persons with direct knowledge of students' transitional needs (individuals from vocational education facilities, institutions of higher education, business and industry, independent living centers, etc.) to assist in developing transitional goals.

- CSEs will link with appropriate information bases to make program decisions in keeping with employment opportunities and adult services.

- The Division of Bilingual Education, with assistance from VESID and OECHC, will coordinate subsequent

revisions in the Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State.

- o OECHC will build into its monitoring process a means by which Regional Associates will review the implementation of revisions to Part 200 of the Commissioner's Regulations.

Evaluation of Policy #2:

Evaluation of the changes that have occurred in program decisions related to transitional issues will be collected. Data from CSEs, Regional Associates and other participants in the CSE process will be collected to determine the effectiveness and benefits obtained from these related activities. The analysis of the evaluation data will be included in an annual report to the Board of Regents.

Approved Policy #3. A clearinghouse mechanism which utilizes existing Department training networks to provide outreach and training for parents and students with handicapping conditions on a wide range of programs and services available to such students and their families will be established.

Desired Outcome. Students with handicapping conditions and their parents will become knowledgeable and active participants in their educational and vocational planning.

Actions to Implement Policy 3:

3.a. Establishment of a Clearinghouse

- o VESID will establish a clearinghouse mechanism with the general purposes of:

  1. Providing a single point of inquiry and information dissemination for adult program information.
  2. Providing parent resource information.
  3. Providing outreach to parents.
  4. Linking with regional-based information systems, including job information and referral services.
  5. Providing information in languages other than English as needed.

- o Information on available programs and services will be provided through OECHC, OHCE, and other offices, as appropriate.

- OHCE will provide an inventory of services reported as being available by colleges and universities. This inventory will be made available through school districts, VESID district offices, and other offices of the Department. OHCE will also provide current reports on reviews of colleges, which include information regarding accessibility to programs and facilities.

As a result of these recommendations, it has become clear that these activities will also address the needs of other adults in the community. The role of the clearinghouse mechanism will, therefore, be expanded to address the needs of individuals with disabilities who are not currently students in special education.

3.b. Development of Training

- VESID and OECHC will work cooperatively to:

  1. Provide training on transition and adult services to students with disabilities and/or their parents.

  2. Gather, record and update training information on transition and adult services on an annual basis or as the need arises.

- General and Occupational Education will:

  1. Provide a guide for parents and students to aid them in becoming more knowledgeable and active in educational and vocational planning.

  2. Review existing mechanisms and supplement activities to ensure a comprehensive training (and outreach) program.

Evaluation of Policy #3:

Data will be collected to document how, when, and by whom the information available through the clearinghouse mechanism is accessed. Individuals accessing such information will be asked to submit evaluation forms, specifying how the information was used and what results were obtained. Evaluation forms will also be collected regarding the quality of and benefits obtained from training programs. Such evaluations will be included in an annual report to the Board of Regents.

Approved Policy #4. *An appropriate vocational assessment will be required for all secondary students with handicapping conditions except in extraordinary instances in which the Committee on Special Education can document that such an assessment cannot or should not be conducted. The Department will provide a comprehensive training and technical assistance program to assure that best practices are implemented statewide.*

Desired Outcome. *Students with handicapping conditions will have appropriate vocational goals included in their Individualized Education Programs (IEP). These goals will serve as the basis for transitional planning for such students.*

Actions to Implement Policy #4:

4.a. Requirement of Vocational Assessment

- OECHC will revise Part 200.4-b of the Commissioner's Regulations to:

  1. Require a Level One vocational assessment as a minimum evaluation component by the seventh grade (or age 12). The CSE would then determine whether more in-depth vocational testing is needed based upon this initial informational screening.

  2. Include the recommendations of a vocational assessment in the IEP with appropriate goals for transitional programming.

- The Division of Bilingual Education, with assistance from VESID and OECHC, will coordinate subsequent revisions in the Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State.

- General and Occupational Education will revise Part 100 of the Commissioner's Regulations to provide vocational assessment to all individuals with disabilities and incorporate recommendations into the Home and Career Skills Curriculum or other appropriate curricula areas as approved by the Commissioner.

4.b. Provision of Training and Technical Assistance

- OECHC and VESID will provide technical assistance to CSEs and cooperatively develop training modules to:

  1. Assist with development of appropriate vocational goals from vocational assessment recommendations.

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2. Better prepare CSEs to identify and develop appropriate vocational goals from vocational assessment recommendations.

3. Provide in-service training regarding the range of assessment instruments for students from diverse cultural and linguistic backgrounds and varying disabilities.

4.c. Expansion of Assessment Resources

- To improve provision of vocational assessments, OECHC will explore alternative ways to use:

  1. BOCES Assessment Centers

  2. Mobile Vocational Assessment Centers

  3. Vocational assessments at rehabilitation facilities

  4. Cooperative services models

- VESID will expand and improve the process for standardizing the criteria necessary for vocational evaluators to reflect transitional policy and programming.

Evaluation of Policy #4:

Evaluation of the implementation of revisions to Part 200.4 of the Commissioner's Regulations will be incorporated in the OECHC Regional Associates' monitoring process. Information will be collected pertaining to administration of Level I, II and III vocational assessments, their timeliness and effectiveness for developing appropriate vocational goals. Data from CSEs, Regional Associates and participants in the CSE process will be collected to determine the changes that resulted from the revisions in regulations (Parts 100 and 200), provision of training and technical assistance, and expansion of assessment resources. The analysis of the evaluation data will be included in an annual report to the Board of Regents.

Approved Policy #5. *Preservice and in-service training programs will be expanded for elementary and secondary school teachers, special and occupational educators, vocational rehabilitation and guidance counselors, administrators and higher and adult education professionals to better prepare such persons for working with individuals with disabilities.*

Desired Outcome. *Professional staff will be able to meet the needs of individuals with disabilities to be sure that such individuals receive quality education programs.*

Actions to Implement Policy #5:

5.a. Review of Programs

- OHCE will include current issues, standards, and services for individuals with disabilities in the program review and approval process of two and four year degree granting institutions.

5.b. Expansion of Pre-Service Training

- OHCE will review Commissioner's Regulations for State certification of the various education professionals, guidance counselors and school social workers, to include the ability to effectively work with students with disabilities as part of the certification process (e.g., the ability to accurately interpret vocational assessment information and develop recommendations for individualized goals and programs for students with disabilities). Appropriate changes in certification requirements will be made as the certification areas are revised.

5.c. Provision of In-Service Training

- OHCE and VESID will develop curricula for continuing education teachers, counselors and administrators working with individuals with disabilities.

- VESID, General and Occupational Education, OECHC and SED's Training Center will develop training modules for appropriate education professionals, including vocational rehabilitation and guidance counselors, school social workers, school psychologists, school administrators, school board members, and college faculty and administrators on transition and adult services and programs for individuals with disabilities.

- VESID, in conjunction with the respective offices, will schedule annual in-service training programs to better prepare professional staff for working with individuals with disabilities utilizing jointly developed training modules.

Evaluation of Policy #5:

Evaluation of the changes that have occurred in pre-service and in-service training as the result of the initiative will be collected. Data from professionals in pre-service and in-service programs, program monitors and trainers will be collected to determine the effectiveness and benefits obtained from these activities. The analysis of this evaluation data will be included in an annual report to the Board of Regents.

Approved Policy #6. A transitional planning component will be added to the IEP process to assure that necessary planning is conducted for students with handicapping conditions transitioning to postsecondary education or employment. Mechanisms will be established to enable students with disabilities who have not been identified as educationally handicapped to benefit from transitional planning.

***Desired Outcome.** Students with disabilities will succeed in postsecondary education or employment opportunities as a result of coordinated preparation.*

Actions to Implement Policy #6:

6.a. Development of Transitional Planning Component

- OECHC will amend Part 200 of the Commissioner's Regulations to require a Transition Component as part of the IEP process for each student, by age 15, to include:

  1. A definition of the Transition Component.

  2. Program goals and skills required to successfully transition from school to postsecondary education, adult services, or employment.

  3. An annual update of the Transition Component.

  4. Specific actions to develop postsecondary opportunities during the year a student exits school.

- The Division of Bilingual Education will make subsequent revisions in the Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State.

- VESID and OECHC will develop comprehensive guidelines for the implementation of a transition planning component, including operational standards, practices, and implementation.

6.b. **Expansion of Guidance Education and Career Plans**

- The Office of General and Occupational Education will revise Section 100 of the Commissioner's Regulations to include a transition component to the Annual Review of Education and Career Plans for students with disabilities who have not been identified as educationally handicapped.

6.c. **Dissemination and Release of Information**

- OECHC will develop and disseminate information regarding the Transition Component to school district personnel, including teachers, administrators, CSE members, vocational rehabilitation counselors, guidance counselors, school social workers, agencies, and community-based organizations.

- OECHC will develop a release of information form to be signed during parental conferences for the Transition Component of the IEP. This will assure that necessary planning is conducted for students with handicapping conditions as they transition to adult services and postsecondary education.

Evaluation of Policy #6:

Data will be collected to document how the transition component is included in the IEP process. The evaluation of the transition component will include numbers of students for whom a transition component is incorporated in the IEP process and program activities undertaken as a result of the transition component. Individuals for whom the transition component has been incorporated into their IEP and/or guidance and career plans will be asked to complete an evaluation form specifying what programs and services were developed to assist them with transition from school to postsecondary services and what results were obtained. Analysis of these evaluations will be included in an annual report to the Board of Regents.

Approved Policy #7. *The Department will promote the development of local interagency councils to identify and resolve issues related to transitional planning for students with handicapping conditions.*

Desired Outcome. *All resources within the community will be fully utilized in the planning and development of programs and services for students with handicapping conditions.*

Actions to Implement Policy #7:

7.a. Coordination with Existing Interagency Councils

- VESID and OECHC will work cooperatively to include transitional issues in the focus and goals of existing Interagency Councils in the State.

7.b Development of Regional Interagency Councils

- OECHC and VESID will establish new councils based upon the model of existing councils to adequately cover the needs of regions in the State. The goal of planning and developing transitional programs and services will be included in the focus and goals of the councils.

- OECHC and VESID will plan and develop joint funding mechanisms to expand regional councils.

- OECHC and VESID will ensure that community-based organizations representative of diverse cultural and linguistic communities, parents, and individuals with disabilities are represented on Interagency Councils.

7.c. Provision of Technical Assistance

- The Office of General and Occupational Education, in cooperation with OECHC and VESID, will provide technical assistance to interagency councils through workshops and "Skills for Program Improvement" that address transition issues.

Evaluation of Policy #7:

Data prescribed by the Department will be collected on the activities and the impact of local interagency councils. The evaluation of such councils will include: information regarding the numbers of individuals benefiting directly from the work of the council; program activities undertaken by the council; and the overall regional impact on schools, community-based organizations, and adult services, including the modifications made to regional services and programs. The analysis of interagency activities will be included in an annual report to the Board of Regents.

Approved Policy #8. The Department will work with universities and colleges to enhance the availability and quality of supplemental services through technical assistance and in-service

education for faculty on issues related to students with disabilities. The Department will seek funding as necessary.

Desired Outcome. *Support services will be available at colleges and universities to enable individuals with disabilities to complete a program.*

Actions to Implement Policy #8:

8.a. Development of Operating Procedures

- OHCE will work with VESID to raise the awareness of school district personnel regarding the provision of services in higher and continuing education programs.

- OHCE and VESID will develop operating procedures for the provision of services to college students with disabilities, to include:

  1. Identification, admission and recruitment

  2. Comprehensive evaluation

  3. Provision of appropriate instructional and support services

  4. Career planning and job placement

8.b Review of Programs and Services

VESID will work collaboratively with OHCE during the review of two-year degree granting institutions to evaluate:

1. Students' needs and the planning for appropriate courses of study.

2. The effectiveness of instruction and maintaining strong expectations of effort and learning for all students.

3. The sufficiency of resources and services to assist students in achieving educational goals.

4. The effectiveness of programs and services as measured by student learning.

8.c. Dissemination of Information

- OHCE will initiate a process and means to describe the availability of supplemental services and

include that information in the recruitment materials.

- OHCE will encourage colleges and universities to disseminate information regarding supplemental services to enrolled and prospective students, (i.e., via guidance counselors in high schools, vocational rehabilitation counselors).

8.d. Enhance Quality of Supplemental Services

- OHCE and VESID will provide in-service training to college personnel regarding state of the art supplemental and support services for individuals with disabilities.

- VESID, in conjunction with OHCE, will provide technical assistance to institutions to develop and maintain quality supplemental services.

- VESID and OECHC will develop and coordinate regional networks for Coordinators of Disabled Student Services at two and four year colleges.

- OHCE will encourage institutions of higher education to adapt materials for the hearing and visually impaired, using the extensive resources available throughout the State through private and public agencies.

Evaluation of Policy #8:

Data will be collected to document how, when, and by whom support services at colleges and universities are accessed. Students accessing support services will be asked to complete an evaluation form indicating the specific support service(s) used and results obtained. Data will be collected regarding quality as well as quantity of support services, and number of students with disabilities who accessed support services. Surveys will be obtained from students who have completed programs at colleges and universities and those who are leaving prior to completion. Reports from site visits will be submitted. Analysis of this evaluation data will be included in an annual report to the Board of Regents.

Approved Policy #9. The Department will work with providers of adult and continuing education programs to train staff, modify curriculum and instruction, and identify adults who have not previously received special services. The Department will seek funding as necessary.

Desired Outcome. Support services will be available in adult educational programs to enable individuals with disabilities to successfully complete the program and enter the work force.

Actions to Implement Policy #9:

9.a. Development of Operating Procedures

- OHCE and VESID will develop operating procedures for the implementation of full-service programs in adult and continuing education to include:

  1. Referral and identification of adults with disabilities.

  2. Identification of appropriate services to complete program.

  3. Provision of adapted educational approaches for adults with disabilities.

  4. Modification of curriculum and testing as appropriate.

  5. Career planning and job referral.

- OHCE will enhance the services to adults with disabilities provided by ACCESS and CASSET Centers.

9.b. Provision of Staff Training

- OHCE and VESID will develop modules to train staff regarding the need for services and support of adults in continuing education programs.

- VESID will provide training on assessment to help identify adults who have not previously received special services.

9.c. Expansion of Funding

- The Bureau of Continuing Education Field Services and VESID will provide fiscal incentives to assure that all adults with disabilities have access to adult education experiences through RFPs, existing funding mechanisms and additional funds.

Evaluation of Policy #9:

Data will be collected on faculty who have been trained, curricular and instructional revisions and services for students with disabilities in adult and continuing education programs. Evaluation forms will reflect the outcomes of training efforts and specific services accessed by students in programs. The evaluation data will be included in an annual report to the Board of Regents.

Approved Policy #10. The quality and availability of education as it relates to preparing individuals with disabilities for employment will be improved. This will include providing access to appropriate occupational education programs based upon the employment opportunities that will exist in the 21st century.

Desired Outcome. Individuals with disabilities will become active participants in the labor force.

Actions to Implement Policy #10:

10.a. Improve Availability of Occupational Education

- OGOE and OECHC will work collaboratively with CSEs to improve the access of programs to prepare individuals with disabilities for employment through:

  1. Focusing the efforts of CSEs and guidance counselors to include students with disabilities in occupational education sequences.

  2. Providing counseling on career opportunities.

  3. Utilizing the occupational evaluation system.

  4. Providing monitoring and technical assistance.

  5. Reviewing Service Area Plans to ensure collaborative planning for delivery of Occupational Education Programs and Services for students with disabilities transitioning from school to postsecondary opportunities.

10.b. Improve Quality of Programs

- OGOE will revise occupational education modules to include strategies for working with students with disabilities.
- OGOE will increase the participation of students with disabilities in Introduction to Occupations.
- OGOE will provide modifications to occupational education modules to meet the needs of students with disabilities.
- OGOE will develop curricular guides to supplement the occupational education modules to include specific information regarding persons with disabilities and instruction strategies.

Evaluation of Policy #10:

Data will be collected on the availability of modules in occupational education. The review of Service Area Plans will include documentation of the changes made and students served. Mentors will be asked to complete reports on activities and outcomes. The evaluation data will be included in an annual report to the Board of Regents.

COORDINATION

The Office of Vocational and Educational Services for Individuals with Disabilities will coordinate the development and delivery of the actions to implement the ten policies for linking services for individuals with disabilities through the development of comprehensive standards and procedures for the implementation of each policy, the development of sections in the VESID manual, and the implementation of an evaluation plan.

1. VESID Manual. VESID will develop a section in the Vocational Rehabilitation Manual for consumer services which will consist of the guidelines, policies, and procedures specifically related to the delivery of transitional services for individuals with disabilities for vocational rehabilitation counselors. This policy section will provide specific direction to VESID counselors and district offices about increased access for students in the transition from school to postsecondary options and opportunities.

2. Establishment of Regional Linkage Activities. VESID will establish regional linkage activities to facilitate the implementation of the Regents Policies on Linking

Services for Individuals with Disabilities. The major activities will include:

a. Coordinating parent training and developing parent networks.

b. Providing ongoing information to local CSEs regarding employment opportunities, adult programs and services.

c. Providing technical assistance for transitional planning.

d. Coordinating planning between VESID and community-based transitional programs.

Regional linkage activities will be coordinated through VESID's Educational Institution Linkages and Service Delivery Unit.

3. Operational Procedures. In collaboration with other program offices in the Department, VESID will develop a tabulated operational procedures manual to implement the policies for linking services for individuals with disabilities. The procedures will include standards, effective practices and resources for each program office of the Department. Technical assistance and training will be based on the standards identified in the operational procedures.

TIMELINES AND NEXT STEPS

Timelines

Clearly defined timelines will be established by which all policies for Linking Services for Individuals with Disabilities will be initiated and/or completed. Some examples are as follows:

- **1991-1992 (School Year)**

  1. Part 100 of Commissioner's Regulations will be revised to reflect Policies 4, 6, and 10 (General and Occupational Education).

  2. Part 200 of Commissioner's Regulations will be revised to reflect Policies 4 and 6 (OECHC).

  3. Regional Linkages Services will be established in district offices (VESID).

4. The Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State will be revised to reflect Policies 2, 4, and 6 (Division of Bilingual Education).

5. Information will be provided to secondary programs regarding availability of services for individuals with disabilities in postsecondary programs (OHCE).

- **1991 (Calendar Year)**

  1. Guidelines for Transition Services will be developed (VESID).

  2. The VESID manual section on Transition Services will be developed (VESID).

  3. Comprehensive guidelines for Linking Services for Individuals with Disabilities in New York State will be developed (VESID).

  4. An office for clearinghouse activities within SED will be established (VESID).

  5. Training modules for in-service training will be developed (VESID, OECHC, OGOE, OHCE).

- **1992-1993 (School Year)**

  1. A report on Department database Linkages will be provided (VESID, OECHC, OGOE, OHCE).

  2. The IEP will include a transition component by age 15 (OECHC).

  3. New interagency councils will be established regionally (OECHC, VESID).

Next Steps

VESID will provide ongoing follow-up to the members of the Board of Regents to keep them apprised of the progress and developments as the assigned tasks are accomplished within the projected timelines.

CONFERENCE PARTICIPANTS

March 13, 1991
HUDSON VALLEY COMMUNITY COLLEGE

Name	College	Department
Mary Biasotti	Dutchess Coummunity College	Academic Affairs
Mary Archibee Blake	Hudson Valley Community College	Disabled Student Services
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March 13, 1991
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March 14, 1991
HUDSON VALLEY COMMUNITY COLLEGE

Name	College	Department
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March 14, 1991
HUDSON VALLEY COMMUNITY COLLEGE
CONTINUED

Name	College	Department
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Marjorie Moore	Herkimer Community College	Dir. College Learning Ctr.
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April 24, 1991
Monroe Community College

Name	College	Department
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Paul Balbick	Genesee Community College	
Roy R. Bell, Sr.	Genesee Community College	
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Karen Drilling	Niagara County Community Coll.	Coord. Disabled Student Services
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Maureen Maas-Feary	Genesee Community College	
Pat Fluckiger	Jefferson Community College	Learning Skills Specialist
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Pat Kreujer	Roberts Wesleyan College	
Dan Labeille	Cayuga Community College	Assistant to President
Ann Marie Maclachowski	Genesee Communigy College	
Patricia Malinowski	CC of the Finger Lakes	Developmental Studies

April 24, 1991
Monroe Community College
(Continued)

Name	College	Department
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Linda H. McGrath	Niagara Community College	Learning Center
Janet Medina	Jamestown Community College (Cattaraugus Campus)	Coord. Special Services
Ramona C. Moore	Monroe Community College	Student Support Services
Steven Natale	Broome Community College	Learning Assistance
Judy Northrop	Corning Community College	Special Services Project
Joan Patrie	Jamestown Community College	English
Harry Pierre-Philippe	Monroe Community College	Admissions
Karen Poole	Corning Community College	Special Services Project
Prof. Putnham	Westchester Community College	Learning Specialists
Cari Rummel	Mohawk Valley Community College	Humanities
Darlene A. Shakotko	Monroe Community College	Educational Opportunity Program
Karen Shippee	Jefferson Community College	Disabled Students
Helene Stapleton	Cayuga Community College	L.D. Specialist
Ted Syzmanski	Tompkins Cortland C.C.	Engineering Technology & Science
Jeanne A. Turansky	Erie Community College	English
Taine Vinci	Monroe Community College	Counseling
Stephen R. Wixson	Erie County Community College	Disabled Student Services
Pat Wormley	Genessee Community College	

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April 25, 1991
Monroe Community College

Name	College	Department
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Roy R. Bell, Sr.	Genesee Community College	
Sharon Boyle	Mohawk Valley Community College	Humanities
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Nancy Callahan	Jamestown Community College	Office for Disabled
Julie Jackson-Coe	Genesee Community College	
Karen Drilling	Niagara County Community Coll.	Coord. Disabled Student Services
Marcia Faulkner	Monroe Community College	Admissions
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Pat Fluckiger	Jefferson Community College	Learning Skills Specialist
Craig Frischkorn	Jamestown Community College	English
Elaine Goldstein	Monroe Community College	Counseling Center
Lisa Hughes	Broome Community College	Learning Assistance
Patricia Hutchinson	Community College of Finger Lakes	Developmental Studies-Learning Disability Coordinator
Sandra Kelley	Cayuga Community College	Learning Specialist
Pat Kreujer	Roberts Wesleyan College	
Ann Marie Maclachowski	Genesee Communigy College	
Patricia Malinowski	CC of the Finger Lakes	Developmental Studies

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April 25, 1991
Monroe Community College
(Continued)

Name	College	Department
Linda H. McGrath	Niagara Community College	Learning Center
Janet Medina	Jamestown Community College (Cattaraugus Campus)	Coord. Special Services
Ramona C. Moore	Monroe Community College	Student Support Services
Steven Natale	Broome Community College	Learning Assistance
Judy Northrop	Corning Community College	Special Services Project
Joan Patrie	Jamestown Community College	English
Harry Pierre-Philippe	Monroe Community College	Admissions
Prof. Putnham	Westchester Community College	Learning Specialists
Cari Rummel	Mohawk Valley Community College	Humanities
Leslie Schettino	Tompkins Cortland C.C.	Counseling & Career Services
Darlene A. Shakotko	Monroe Community College	Educational Opportunity Program
Karen Shippee	Jefferson Community College	Disabled Students
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Helene Stapleton	Cayuga Community College	L.D. Specialist
Ted Syzmanski	Tompkins Cortland C.C.	Engineering Technology & Science
Jeanne A. Turansky	Erie Community College	English
Taine Vinci	Monroe Community College	Counseling
Stephen R. Wixson	Erie County Community College	Disabled Student Services
Marilyn Wolfe	Tompkins Cortland C.C.	Business & Public Services
Pat Wormley	Genessee Community College	
Katherine Wunderlich	Tompkins Cortland C.C.	Tutorial Services

as of 4/9